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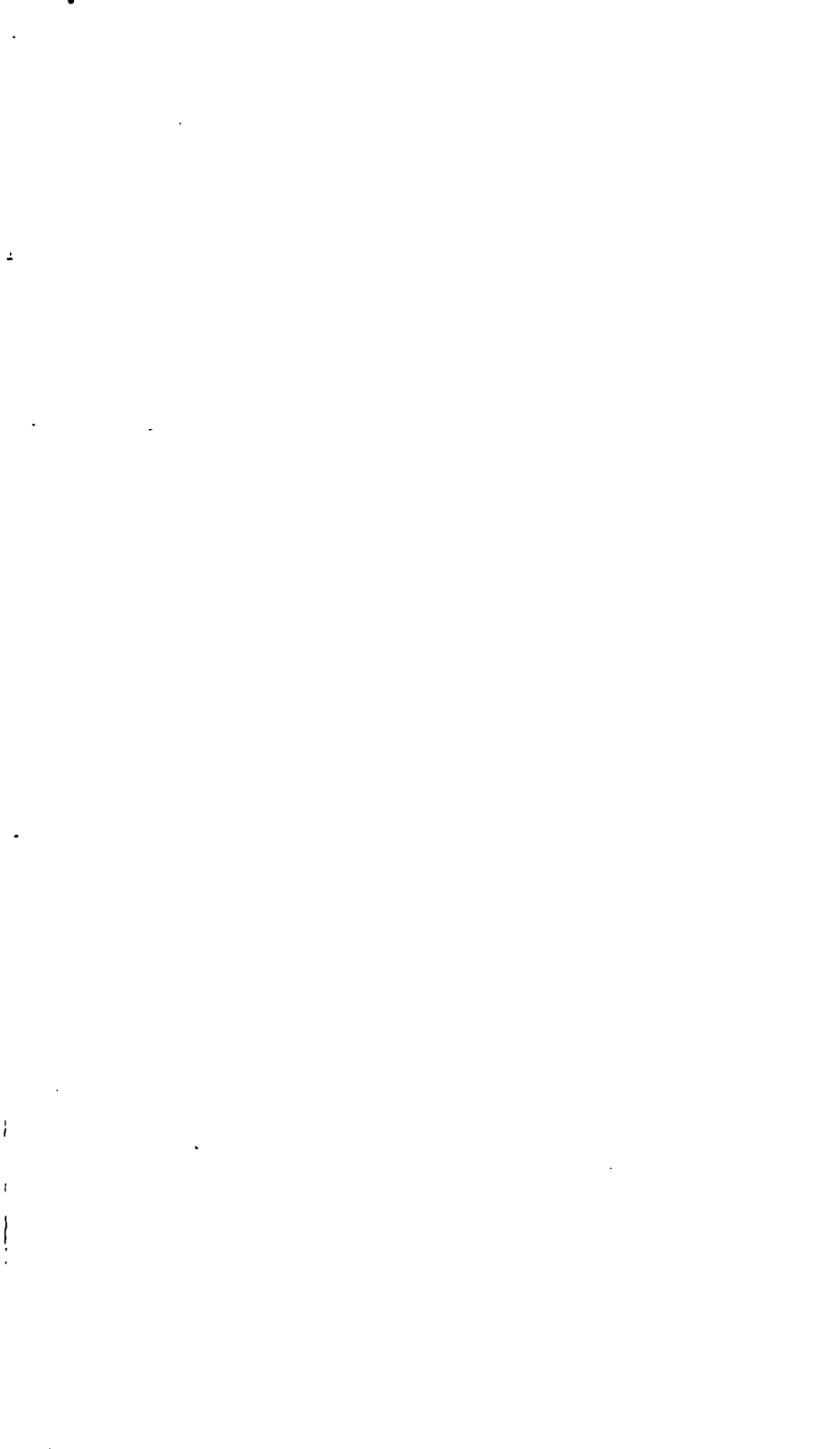
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THE

Indiana School Journal:

PUBLISHED ON THE 15th OF EACH MONTH,

BY THE

Indiana State Teachers' Association.

GEO. B. STONE, RESIDENT EDITOR, INDIANAPOLIS.

W. D. HENKLE, MATHEMATICAL EDITOR, RICHMOND.

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MISS M. F. WELLS, NEW ALBANY. MISS M. J. CHAMBERLAIN, IND'PS.

MISS CYNTHIA M. BISHOP, RICHMOND.

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THE
Indiana School Journal.

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1229
OUR STATE.

We trust we shall not be obnoxious to the charge of boasting, (a fault, by the by, to which the people of the United States and of the West especially are proverbially prone), if we say to our professional brethren that we believe no State offers superior inducements to the Teacher than our own. Our remarks will savor of triteness, for the wealth, the beauty and the immense resources of this land of promise, have been so often and so eloquently enlarged upon, that nothing new can now be said. Still, bold as it is, let us call the attention of teachers to this subject. These inducements consist not only in the boundless natural wealth and inexhaustible fertility of the country, but especially in the ardent, impulsive and progressive spirit of our people, and in the rapidly awakening interest in education. Forty years ago, our State was almost unbroken forest and prairie. To-day a million and a quarter of human beings find their home within her borders. See with what rapidity and energy her civilization is developing. Behold the growth of her cities. Mark the mighty tide of emigration which is ever setting towards the golden West, sweeping away the forests, covering the prairies, and filling the vallies, and remember that our earliest settlers are as yet but middle aged men; our pioneers are those whose heads are scarcely silvered.

The early settlement too of Indiana, was attended with unusual difficulties. From the peculiar character of its soil it was almost impossible to construct good roads. Communication between different parts of the State was wholly interrupted during considerable portions of the year. The effect of this upon commercial and agricultural enterprise may be easily conceived, when the real magnitude of the inconvenience is understood. Illustrative of

this, we may refer to the fact, that at the time of the removal of the capital from Corydon to Indianapolis, a distance of only 125 miles, it required ten days to perform the journey.

A story which we recollect still more aptly illustrates the condition of the roads at that early period. A citizen of Ohio having traversed the State about that time, was asked on his return home about his travels, and whether he had been pretty much through the State. He replied that he could not tell with certainty, but he thought he had been pretty nearly *through in some places*.

With the introduction of Railroads, those inconveniences are passing away. The rapidity with which these are being constructed, indicates the character of the people, and may be taken as a fair type of the activity and energy which characterize every branch of industry. Ten years ago there was not one in the State; now they cross and re-cross it in every direction. Our capital can boast as many as Boston, though it is only about thirty years since it was laid out. The markets of the east as well as the south-west are now open to us, and the life which by this increased facility of communication has been given to agricultural enterprise, upon which the wealth of our State mainly depends, has extended itself to our commerce, and under its genial influence and golden smiles our educational interests are receiving that attention which their importance demands.

With these facts before us, we may justly expect that our growth will be even more rapid than it has been, and another twenty years will give us a population more than double that of the present.

Our people bear the impress of their country. Many portraits of western character have we seen, but never a true one. A disposition to exaggerate or caricature has produced false ideas of the social life and characteristics of the West. An extract from a sketch by Mrs. Seba Smith is tolerably accurate, though the story from which it is taken, in many respects gives a falsely colored portrait.

"The western man has none of the vices of thrift. He carries on operations upon so vast a scale that he casts out fretfulness and meanness wherever he goes. He does not higgie or banter in a bargain. He measures distances by miles, not feet. He counts money by dollars, not pennies. He seems ashamed to come down to pence. He buys a dress for his wife and gets a few yards extra. His own coat and his shoes are all too large for him. His hat slouches for the same reason. It is as if the imagination of the

man were akin to the vastness of the rivers and prairies of the region; the soul quite gets outside of the body. He must have elbow room; he must breathe; therefore, his house is large, the rooms are large, and sometimes uncomfortable. The bed is high and wide; the teacup ample, heavy, and like the lakes filled to the brim. Your piece of delicious game or pie is no scanty piece, and altogether you feel as if somehow you had a freer and larger life presented you."

Our people are not conservative; they are generous and impulsive. We have no past. No crumbling monuments rear their frowning heads and bid us pause. We are looking forward, not backward, and we feel the fresh life and bounding pulse of youth.

And now in regard to our last point, that interest in educational matters is awakening, we can adduce no better evidence than the zeal and spirit displayed at the last meeting of the State Association at Madison. The interest manifested by the citizens of that city, their words of cheer, their hospitality, their free and cordial recognition of the vast interest which that association represented, were the strongest assurance of a healthful state of public opinion. To these we may add the many encouraging statistical facts in whatever schools and school matters which that meeting called out, and one prominent over all others, that within the last year, over three hundred thousand dollars have been expended in the erection of school houses. With good school houses come good schools and good teachers, and we hesitate not to say, that no one came from that meeting without having his zeal quickened and his heart gladdened with hope for the future.

This is the country and these are the people from whom and with whom we are to labor, with whose educational interests we are entrusted, and nowhere do we believe that at present a better field is presented to the professional teacher. Nowhere will the labor of the hearty, earnest worker be better appreciated, or the sphere of his influence be more extensive.

A PHILOSOPHICAL QUESTION.—Within a pail two-thirds filled with water was placed a small tin cup, the surface of the water in which was level with the surface of the water in the pail. The water in the pail was frozen an eighth of an inch while the water in the cup was not frozen at all.

Explain the phenomenon.

CO-OPERATION OF PARENTS.

BY J. F. EMERSON.

Do you know the instructor of your children? When you first sent your children to school, did you accompany them, to introduce them, or send them alone, perhaps in shy timidity, to make their way and meet the hardships of their new position? To a sensitive and shrinking child, there may be many of these in a large school, and if your timely interference can ward them off, the gentle spirit of childhood will thank you for it.

It is obviously your duty to do whatever you may to render your schools efficient and successful—to foster and sustain them—to show a sympathy with the teacher, and in every way to evince a deep interest in their support and usefulness, that your children may be encouraged and stimulated in their studies, and led to appreciate the value of their privileges. This cannot be accomplished without frequent and familiar intercourse with the teacher. Do you say, you have no time for this? The excuse is frivolous.—For what else have you no time? Let alone listening, for one evening, to the brawlings of some noisy demagogue, who wants nothing of you but your vote, or support of his party, and spend the time with the instructor of your children, and you will do the State some service.

Let not your first interview with him be one to which you are driven by exasperated passion, provoked it may be, by the infliction of necessary punishment. In a majority of cases, doubtless, this painful result, painful both to your own sensibilities, and to the kindly feelings of the teacher, might have been avoided, had you seasonably cultivated his acquaintance and given him your hearty co-operation.

If your children, under the instruction and discipline of a faithful teacher, are daily improving, becoming wiser and better, do you cheer the heart of that teacher now and then by a word of generous approval? Or if they disappoint your expectations, and frustrate your hopes, do you seek to know the just cause of their failure, that it may be obviated or removed? Converse frequently with the teacher about your children and their studies, and let the deepest anxiety for their welfare incite you to action, and you will soon ascertain whether the cause of failure is their own inattention, or the negligence or incapacity of the teacher.

Visit the teacher and your children frequently, in the scene of their mutual labors—the school-room. Do not wait for the quarterly invitation of the committee or teacher, when they are in holiday attire, and dressed to receive company. You want to see them in their working trim, equipped for toil, not decked for show. If you were aware of the encouragement and stimulus that these visits afford the earnest teacher, you would never fail to make them. It is impossible that the pupil should be met by the teacher with indifference, when the father or mother has communed with him, and he has been permitted to take the gauge of parental affection. You look with rigid scrutiny when about to make deposits of pecuniary interest, or to invest your property. You would not hazard your reputation for sagacity or prudent foresight, by an inconsiderate or losing bargain. You would accuse yourself of blame-worthy carelessness, if you neglected to look after any worldly interest, however insignificant that you had committed to another's trust. You inspect with jealous watch the conduct of your agent, and are not disposed to overlook lightly any dereliction in his assumed capacity. Your property is at stake, and you will not, as careful business men, subject it to hazard, by the blunders of ignorance or the mistakes of carelessness. And this is well. Be equally alert and vigilant and untiring, where a value is at stake, as transcendently superior to any of the means of earthly prosperity, as the soul is superior to the body.

You have a knowledge of the temper and disposition of your children, that months of careful observation will hardly communicate to the teacher. Your advantages and means for gaining this knowledge are far superior to his, and it will greatly facilitate his labors, and increase their productive value, if you give him what insight you can into their attainments and general character. If in this way you can enable the teacher to find easier avenues to the mind and heart of the pupil, if you can aid him in gaining admittance to the inner sanctuary, you will do much to supply the want of tact and judgment and experience, to which many young teachers must attribute their want of success.

The excesses of our youth are drafts upon our old age, payable with interest about thirty years after date.

LACON.

AN INCIDENT IN SCHOOL LIFE.

BY UNCLE JOSEPH.

Never twit a boy for what he cannot avoid.

Incidents, trifling in themselves, often have an important influence in determining the character of a life. A word spoken in season, a cruel taunt, wounding the heart to its core, have been the turning points in destiny, and put a young mind on the high road to fortune, or sent it downward to ruin. Almost every person can recall some occurrence in early life which gave tone and impulse to effort, and imbued the mind with principles whose influence is even now controlling. The following true narrative is an illustration of this fact, and it inculcates a truth which every man, woman and child may profitably bear in mind.

Years ago, when I was a boy, it was customary, and probably is now to some extent, among district schools in the country, to have spelling schools during the winter term. These gatherings were always anticipated with great interest by the scholars, as at those times was to be decided who was the best speller. Occasionally one school would visit another for a test of scholarship in this regard. Ah! how the little hearts would throb, and the big ones thump, in their anxiety to beat the whole.

Once on a time, a neighboring school sent word to ours, that on a certain day in the afternoon, they would meet in our school house for one of these contests. As the time was short, most of the other studies were suspended; and at school, and at home, in the evenings, all hands were studying to master the monosyllables, dissyllables, polysyllables, abbreviations, etc., etc., which the spelling books contained. At length the day arrived, and as our visitors were considered rather our superiors, our fears and anxieties were proportionably great. The scholars were arranged in a standing position on opposite sides of the house, and the words pronounced to each side alternately; and the scholar that "miss-ed" was to sit down. His game was up.

It did not take long to thin the ranks on both sides. In a short time our school had but eight on the floor, and theirs but six. After a few rounds the contest turned in their favor, as they had four standing to our two. For a long time it seemed as though these six had the book "by heart." At length the number was reduced to one on each side. Our visitors were represented by an accomplished young lady, whose parents had recently arrived in town, and ours by myself, a ragged little boy of ten summers, who had sat up night after night, while his mother, with no other light than that produced by pine knots, pronounced my lesson to me. The interest of the spectators was excited to the highest pitch, as word after word was spelled by each. At length, the young lady missed, and I stood alone. Her teacher said she did not under-

stand the word. She declared she did; that the honor was mine, and that I richly deserved it. That was a proud moment for me; I had spelled down both schools, and was declared victor. My cheek burned, and my brain was dizzy with excitement.

Soon as the school was dismissed, my competitor came and sat down by my side and congratulated me on my success, inquired my name and age, and flatteringly predicted my future success in life. Unaccustomed to such attentions, I doubtless acted as most little boys would under such circumstances—injudiciously. At this juncture, Master G., the son of the *rich man* of our neighborhood, tauntingly said to me, in the presence of my fair friend, and a number of the boys from the other school: "Oh, you need n't feel so big; your folks are poor, and your father is a drunkard."

I was happy no more—I was a drunkard's son—and how could I look my new friend in the face? My heart seemed to rise in my throat, and almost suffocated me. The hot tears scalded my eyes—but I kept them back; and as soon as possible, quietly slipping away from my companion, procured my dinner basket, and, unobserved, left the scene of my triumph and disgrace, with a heavy heart, for home. But what a home. "My folks were poor, and my father was a drunkard?" But why should I be reproached for that? I could not prevent my father's drinking; and encouraged by my mother, I had done all I could to keep my place in my class at school, and to assist her in her worse than widowhood. Boy as I was, I inwardly resolved never to taste of liquor, and that I would show Master G. if I was a drunkard's son, I would yet stand as high as he did. But all my resolves could not allay the gnawing grief and vexation produced by his taunting words and haughty manner. In this frame of mind—my head and heart aching, my eyes red and swollen—I reached home. My mother saw at once that I was in trouble, and inquired the cause. I buried my face in her lap, and burst into tears. Mother, seeing my grief, waited until I was more composed, when I told her what had happened, and added passionately: "I wish father would n't be a drunkard, so we could be respected as other folks." At first, my mother seemed almost overwhelmed, but rallying, said: "My son, I feel very sorry for you, and regret that your feelings have been so injured. G. has twitted you about things you cannot help. But never mind, my son. Be always honest; never taste a drop of intoxicating liquor; study and improve your mind. Depend on your own energies, trusting in God, and you will, if your life is spared, make a useful and respected man. I wish your father when sober could have witnessed this scene, and realized the sorrow he brings on us all. But keep a brave heart, my son. Remember you are responsible only for your own faults. Pray God to keep you, and do n't grieve for the thoughtlessness and unkind reproaches that may be cast on you on your father's account." This lesson of my blessed mother, I trust, was not lost upon me. Nearly forty years have gone since that day, and I have passed many trying scenes, but none ever made so strong an impression

on my feelings as that heartless remark of G.'s. It was so unjust, and so uncalled for. Now, boys, remember, always treat your mates with kindness. Never indulge in taunting remarks towards any one, and remember that the son of a poor man, even of a drunkard, may have sensibilities as keen as yours.

But there is another part to this story. The other day a gentleman called at my place of business, and asked if I did not recognize him. I told him I did not. "Do you remember," said he, "of being at a spelling school at a certain time, and a rude, thoughtless boy twitting you of poverty, and being a drunkard's son?" "I do most distinctly," said I. "Well," continued the gentleman, "I am that boy. There has not probably a month of my life passed since then, but I have thought of that remark with regret and shame, and as I am about leaving for California, perhaps to end my days there, I could not go without first calling on you and asking your forgiveness for that act." I gave him my hand. Did I do right? Well, then, let me close as I began. Boys, never twit another for what he cannot help.—*New York Teacher.*

PROCEEDINGS OF THE INDIANA STATE TEACHERS' ASSOCIATION.

Pursuant to adjournment, the Second Annual Session of the "Indiana State Teachers' Association" was attended at the city of Madison, on the 25th, 26th, and 27th days of December, 1855. The Association convened in the Court House at 7 o'clock P. M., on the 25th of December, was called to order by the President, Rev. Dr. Daily, and the Session opened with prayer by Rev. Dr. Crowe, of Hanover College.

An address on "The Teacher's Mission," was then delivered by Caleb Mills, L.L.D., Superintendent of Public Instruction.

The Constitution was then read and quite a number of persons became members of the Association. A committee of five was then appointed to nominate officers for the ensuing year.

On motion of Prof. Thompson, it was

Resolved, That the report of the Executive Committee be made the special order of business for Wednesday morning.

On motion, the Association adjourned to meet on Wednesday morning at nine o'clock.

WEDNESDAY MORNING, Dec. 26, 1855.

The Session was opened with prayer by Elder George Campbell.

On motion of Mr. Challen, Editors and Reporters were invited to sit with the Secretaries.

Mr. Barnes read the report of the Executive Committee, which, on motion, was adopted.

Mr. Cole then read the report of the Committee on "The establishment of an Educational Journal."

On motion of Mr. Henkle, the report was received, and its sentiments adopted.

Mr. Henkle offered the following resolutions, which, after considerable discussion, were adopted :

Resolved, That this Association will publish an Educational Journal, similar in size and typographical execution to the Ohio Journal of Education, that this Journal be conducted by nine editors appointed by the Association, one of whom shall be styled the Resident Editor, and that the Journal shall be furnished to subscribers at one dollar per annum.

Resolved, That the Executive Committee be authorized to contract for the publication of the Journal, at Indianapolis, and fix the salary of the Resident Editor.

Members of the Association present subscribed for four hundred and seventy-five copies; and it was announced by Mr. Cole, that W. B. Smith & Co., of Cincinnati, had donated two hundred dollars to the Association towards defraying the expenses of the Journal.

Mr. Cole offered the following resolution, which was unanimously adopted with much enthusiasm :

Resolved, That we tender our very grateful acknowledgments to Messrs. Winthrop B. Smith & Co., of Cincinnati, for the generous and timely donation, which they have proffered us to enable us to establish an Educational Journal; that this Association place a very high estimate upon that spirit of liberality which prompted the gift; and in gratefully accepting they recognize it, as clearly evincing the deep interest that those gentlemen feel in all which pertains to the educational interest of Indiana.

Resolved, That our Corresponding Secretary be directed to address Messrs. Smith & Co., and transmit to them a copy of this resolution.

On motion of Mr. Hurty, a committee of five was appointed to nominate editors for the Indiana Journal of Education.

On motion of Mr. Chase, Mr. A. D. Fillmore was invited to make a report at 2 o'clock P. M., on the subject of vocal music in schools.

The Association then adjourned to meet at 2 o'clock P. M.

AFTERNOON SESSION.

The Association met and listened to a report on "Vocal Music in Schools," by A. D. Fillmore.

The Association tendered a vote of thanks to Mr. Fillmore, and resolved that the science of vocal music ought to be taught in common schools.

Mr. Henkle of Richmond, read a report in favor of the introduction of the study of the Phonetic method of spelling into our Primary Schools, as the means of shortening the period necessary to learn to read by the Romantic method.

On motion of Mr. Barnes, the report was received and a vote of thanks tendered to Mr. Henkle.

Mr. Barnes then offered the following resolution :

Resolved, That in the opinion of this Association, the advantages to be secured by the study of Phonetics into our Public Schools are not sufficient to warrant such a change.

After much discussion, this resolution, together with the whole subject, was referred to a committee of six, with instructions to report at the next meeting of the Association.

The President appointed on said committee, Messrs. Bishop, Barnes, and Thompson, and Misses S. Way, Hinckley, and Brown.

The following resolution offered by Mr. Bishop of Hanover, was, on motion, referred to the committee on Phonetics.

Resolved, That inasmuch as a good and competent knowledge of the English language and literature is a great desideratum in our common school system of education, more attention ought to be paid by our teachers to the study of the Latin, Greek, and Anglo-Saxon languages as the great fountain sources of our literature.

On motion of Prof. Mills, it was

Resolved, To spend one-half an hour in the evening in social intercourse.

The Association then adjourned to meet at 7 o'clock P. M.

EVENING SESSION.

The evening session was opened with prayer by Rev. G. C. Smith.

An address was then delivered by Rev. Wm. M. Daily, D.D., President of the State University.

On motion, a vote of thanks was tendered to Dr. Daily and Prof. Mills for their excellent addresses, and copies of each solicited for publication. A half hour was then spent very pleasantly in social intercourse, after which the Association was called to order.

Mr. Chase of Greencastle then made a brief report on English Grammar, which, on motion, was received.

On motion, Messrs. Dean, May, and Stone were appointed a committee to report on the subject of semi-annual sessions of the Association.

On motion, Messrs. Edgerton, Adams, and Vawter, were appointed Assistant Secretaries.

On motion of Mr. Stevens of Richmond, the following resolution was adopted :

Resolved, That we, as teachers, believing the use of tobacco in all its forms to be unnecessary and injurious, will exert our influence to restrain its use by every laudable effort.

A song was then sung by Prof. Fillmore, and the Association adjourned to meet on Thursday morning.

THURSDAY MORNING, Dec. 27.

The Association met and was opened with prayer by Dr. Daily. The committee to nominate editors reported through their chairman, Mr. Hurty, as follows :

GEO. B. STONE, Indianapolis, Resident Editor,
W. D. HENKLE, Richmond,
E. P. COLE, Evansville,
G. A. CHASE, Greencastle,
RUFUS PATCH, Ontario,
B. T. HOYT, Lawrenceburg,
MARY F. WELLS, Madison,
M. JANE CHAMBERLAIN, Indianapolis.

The report was received and the persons named were elected Editors of the "Indiana Journal of Education," for the ensuing year.

The Association then listened to reports of five minutes each, from the delegates of the various counties represented, in reference to the state of education in their respective counties. Prof. Mills reported in regard to the condition of education throughout the State.

Mr. Stone of Indianapolis, read a report on the importance of the study of Geography and the best method of teaching it.

On motion, the report was adopted.

Mr. Barnes, on behalf of the President and Directors of the Madison Library Association, tendered an invitation to the members to visit their Library.

The committee on semi-annual sessions reported in favor of holding a semi-annual session on the second Wednesday of August. The report was adopted.

Mr. Hurty of Richmond, read a report on the subject of "Teaching Arithmetic," and illustrated his method by teaching a class formed of members of the Association. The report was adopted.

Mr. Husher offered a resolution recommending teachers to form county organizations, and moved its adoption.

On motion of Mr. McLane, the following resolutions were offered as a substitute for that of Mr. Husher, which, on motion, were laid on the table until 2 o'clock P. M.:

Resolved, That every instrumentality within our reach, calculated to elevate and improve the profession of teaching, and to advance the truly important cause of education among us, should be cordially and promptly embraced by every teacher.

Resolved, That among these instrumentalities, we regard the teachers' institute as holding an important place and as deserving the careful and attentive consideration of every teacher aiming to fit himself thoroughly for the proper discharge of the arduous duties of his calling.

Resolved, That it is the determination of this Association, to labor for the establishment of institutes in every county of the State in which it is practicable.

Resolved, That a committee of three be appointed to issue an address to the teachers of the State, and, also, to prepare a report on this subject for the Association at its next meeting.

Mr. Chase offered the following resolutions:

Resolved, That John B. Dillon, Esq., of Indianapolis, be invited

by this Association to read at the next annual meeting, a history of Public School Education in the State of Indiana.

Resolved, That a committee of three be appointed to report at the next annual meeting of the Association on the subject of the "Obstacles in the way of progress of Public School Education in the State of Indiana."

These resolutions were adopted, and the President appointed on said committee, Messrs. Chase of Greencastle, Thompson of Hanover, and Stone of Indianapolis.

The Association then adjourned till 2 o'clock.

AFTERNOON SESSION.

The Association met at 2 o'clock.

The resolutions of Mr. McLane were taken from the table, and, on motion, adopted, and the President, in accordance with the last resolution, appointed Messrs. McLane, Hurty, and Challen, on the committee to prepare an address to teachers.

Prof. Miller offered the following resolution :

Resolved, That a committee of three be appointed to draft a memorial and present the same to the Association at its next annual meeting for adoption and approval, calling the attention of the Legislature to the desirableness and necessity of the State providing means to sustain a competent corps of instructors to co-operate with the State Superintendent in conducting Teachers' Institutes, for at least six months annually; and, also, the propriety and wisdom of the commonwealth making provision for the establishment of at least two Normal Schools, by pledging the salaries of their teachers for at least ten years, on condition that the requisite buildings be erected by the citizens of the towns selected for the location of said Schools.

On motion, the resolution was adopted, and Messrs. Barnes, Bowen, and Estes, appointed said committee.

The committee to nominate officers made their report, which, on motion, was adopted.

On motion, the Association then proceeded to elect officers for the ensuing year.

The following persons were elected :

President :

CHARLES BARNES, New Albany.

Vice Presidents:

S. H. THOMPSON, So. Hanover, RUFUS PATCH, Ontario,
 E. O. HOVEY, Crawfordsville, E. E. E. BRAGDON, Greencastle,
 GEO. CAMPBELL, Oxford, J. HURTY, Richmond,
 JOHN M. COYNER, Waveland.

G. A. CHASE, Greencastle, *Recording Secretary.*

E. P. COLE, Evansville, *Corresponding Secretary.*

JOHN B. DILLON, Indianapolis, *Treasurer.*

Executive Committee:

S. T. BOWEN, Indianapolis, *Chairman,*

J. S. RANKIN, Hanover, J. HURTY, Richmond,
 S. B. ADAMS, Washington, A. J. VAWTER, Lafayette,
 C. N. TODD, Indianapolis, G. W. HOSS, Indianapolis.

After election, sundry resolutions were passed tendering the thanks of the Association to the citizens of Madison for their hospitality; to the County Commissioners for the use of the new Court room; to Messrs. Salyers & McLeland for their attentions; to several railroad companies and to Capt. David of the Madison and Cincinnati Packet, for their favors to members of the Association. The doxology was then sung and the benediction pronounced, when the Association adjourned to meet in the city of Lafayette, at 9 o'clock on the second Wednesday of August, 1856.

G. A. CHASE, *Rec. Secretary.*

SOCIAL MEETING ON THURSDAY EVENING.

The members of the Association met to spend a little time in social intercourse.

The meeting was called to order by Mr. McLane, when, on motion, his honor, Mayor Taylor, was called to the chair, who, on taking his seat, in a few felicitous remarks, expressed the pleasure he had felt in attending the meetings of the Association; the interest felt generally by the citizens, and, in their name, thanked the Association for their selection of Madison as the place of meeting. He closed by assuring them of their welcome reception, and expressing his hope that their future meetings would be as pleasant and useful as this had been.

Certain resolutions were then presented by Mr. Chase, upon which, remarks were made by Messrs. J. R. Challen, Geo. A. Chase, J. A. Dean, J. C. Thom, S. C. Stephens, C. Mills, A. J. Vawter, and G. B. Stone.

A resolution was then passed thanking those present for their attendance; after which, a song was sung, the benediction pronounced, and the meeting adjourned, each feeling that a happy hour had been passed.

A MODEL TRUSTEE.

The following extract from a letter from a venerable man of more than "three score years and ten," presents a delightful picture of patient continuance in well doing in the educational cause.

The library of which he speaks consists of one hundred and seven volumes. He proceeds to say, "In general the books are returned in tolerable good order, and there have been two hundred and twenty-nine volumes taken out. Shakspeare's Works, Hume's England and Gibbon's Rome, are the least called for. I am a Trustee and Librarian both, and have more trouble than both the other Trustees, and am an old Irishman at that, but I wish Americans to rule America. I am no Papist; my age is seventy-two, and I have been a Trustee for school affairs for the last thirteen years. Our school houses, in general, are very poor, but the people generally seem willing to have better houses, but some are still careless, and some of them who, one would think, should not be so. I think a periodical or monthly paper would be well patronized, and if well conducted, would give life to the cause."

Such educational views from a septuagenarian cannot fail to impart new courage and inspire new zeal in younger hearts and more vigorous minds. Let the youthful laborer go forth with the spirit and purpose of this venerable father, whose looks have been bleached with the frosts of seventy winters, and we shall have no misgivings for the result.

C. M.

**BORROW NO TROUBLE FROM WHAT YOU CANNOT
HELP.**

A friend once related to me an incident in his school-life, which he said impressed this maxim upon his mind more than any sermon or speech could possibly have done. When he was a boy he attended school one winter with an old gray headed teacher, who often after the exercises of the day were over, would detain the scholars for a few minutes, and in a most quaint and original manner impress upon them wholesome truths and rules of life. These were not unfrequently introduced or connected with some amusing story or anecdote, which quite reconciled us to the detention while it more effectually secured the object he had in view. The last day of school came. Examination or exhibition was passed, and the old man was now to leave us. In a kind and earnest manner he spoke of our association together, commended our faithfulness, thanked us for our kindness, and after giving us some good fatherly advice, bade us good bye. With books in hand we rose and started for our homes, but just as the foremost had passed out of the door, we heard the old man's voice, "stop, stop, one thing more important than all the others, I have still to tell you; something which most nearly concerns your future happiness, and I must on no account omit it." Surprised at his unusual earnestness, we were soon in our seats again, and with books on desk, with wonder and curiosity we awaited the important disclosure. "*Conticure omnes intentique ora tenebant.*" Pausing a moment, till he saw that every eye was fixed and every breath was hushed, he gravely said: "When it rains let it rain." "Scholars you may go." For a moment we hardly knew what it meant, then suddenly the whole truth flashed upon us, and as we passed out shouts of laughter with "when it rains let it rain," were echoed again and again. We not only understood his advice but the purpose of the singular manner in which he had chosen to communicate it. "Never," said my friend, "has any advice occurred to me so often or exerted so much influence upon my character. Hundreds, yes thousands of times, when vexed by some unforeseen accident which has disconcerted some cherished plan, has that scene risen before me, and I say to myself, "When it rains let it rain." When I find myself repining at what I can not help, the maxim of my old teacher comes to my mind, and "when it rains let it rain," clears away every shadow and brings the sunshine to my heart.

HOW SHALL I MAKE SCHOLARS INTERESTED IN THEIR STUDIES?

Be interested yourself. Would you have your pupils wide awake and earnest, be alive yourself. If they are inert, quicken them with your vitality. A child's nature is sympathetic. He cannot long be dull and sluggish if life, energy, and rapidity characterize your own motions. Your electricity will be communicated to him. He will work if you will work with him, harder than you require him to work. The more inert he is, the more active you must be. It is useless for you to sit in your easy chair and command attention. It is of no use to lecture him on the importance of being interested in his studies. If your scholars lack energy and activity of thought, do not sit before them; the only way to secure it, is by physical and mental activity on your part, which they cannot escape from, but which hurries them on by the very force of its impetuous torrent. I do not mean that with all classes of scholars, this excessive activity is needed on the part of the teacher. Where pupils have learned to think, know how to apply themselves, can go down into the depths of profound thought, it is not needed and might disturb rather than assist, but with a large class of the pupils in our schools, with those who most need the teacher's aid, scholars who have not yet learned to think, and especially those not inclined to do so, it is the only effectual way. In a large proportion of our schools, activity, physical as well as mental, is an essential requisite in the teacher.

NEBULÆ.

"Lord Rosse's assiduous examination of the nebulae has established one very curious fact regarding them—the matter of which they are composed, whether it be independent masses connected in clusters, or whether it be whiffs of impalpable mists, is, in the greater number of cases that have been included in his scrutiny, arranged in the form of spiral scrolls, which issue from a central nuclear mass, and which often lead to, or end in, similar nuclear condensations of cloudy light, resting like knobs upon the spires of

the scroll. This remarkable circumstance has been received on all hands as tending to establish two important particulars with regard to these interesting objects. In the first place, it seems to mark their material substantiality; and in the second place, it appears to show that the constituent substance of which they are composed is in a state of movement. Lord Rosse does not pretend to the power of fathoming the mysteries of these hieroglyphics of the sky; but the course of his deduction inclines him to the opinion that they are remote star-firmaments, and that the frequency of the occurrence of a spiral arrangement of constituent stars or parts indicates that those stars or parts are subjected to the same influence and laws, as those which the solar firmament and solar system of planets obey,—that is, that they are sustained in the void by the counterbalanced operations of momentum and gravitating attraction, and therefore, are substantial bodies, capable either of being worlds in themselves, or centres whence illumination and support might be extended to dependent orbs."

The nebulous appearance of the vast distant masses of the sidereal heavens has been cited as a consideration against the doctrine of Plurality, on the ground, that they were nothing more than fibry and attenuated collections of mist or vapor, and hence incapable of maintaining organized life. But the argument attempted to be based on that assumption has, we think, been most triumphantly met. It may be interesting here to mention the present state of knowledge with respect to the nebulae. As is well known to all, great numbers of them have been from time to time resolved into clusters of stars, as instruments of greater power have been brought to bear upon them. Still, great numbers have remained unresolved; and some reside at so vast a distance from our system, that the pointing of the telescope towards them did not cause them in the least to change their appearance. The great Magellanic cloud, for instance, is, to the eye, an irregular patch of mist still.

This fact the author of the "Essay" makes use of to throw doubt over the existence of extensive star clusters in those regions, and maintains that other clusters also, already supposed to be resolved, are only nebulous matter; and that the luminous points called stars, are nothing more than denser nuclei of luminous vapor. It is an interesting fact, however, that the observations now being made through the great instrument of Lord Rosse, are gradually throwing a new light over this matter. Firmament after firmament of vapory waste has yielded up its starry treasures, as they have been successively brought within its field. No doubt now remains about those which have been examined,—they are unmistakably star clusters. Says Professor Powell,—“I am able to state, on the authority of those who have actually seen the nebulae in Lord Rosse's instrument, that the appearance is perfectly and brilliantly that of *stars*; distinct effulgent points of no sensible magnitude, and of whose stellar nature no doubt could remain on the mind of the observer.”

Every misty Sebastopol of the sidereal spaces against which the

battery of this huge optic has been planted, has been made to yield; and although, as we said above, vast continents of cloud yet remain unsubdued, it is probable that they are so merely because they have never been caught by the eye of the "Great Reflector;" either being, as in the case of the Magellanic clouds, beyond the range of its "sweep," or never having become objects of its scrutiny.

Again, it has been conclusively shown that merely nebulous masses are incapable of shedding light to so great a distance. It is known that comets, as they recede, rapidly lose their visible luminosity, and disappear entirely from sight, at distances many thousand times nearer than the nearest of the star clusters. This is an important consideration connected with this subject, seeming to decide entirely the question against the nebulosity of those distant objects. The universal inference and belief among scientific men appears to be, that if they are star systems, the stars are suns; if suns, then they have planets; and if planets, then they are inhabited by men.—*N. J. Messenger*.

REGIONS OF CONSTANT RAINS.

In Guiana, it rains for a great portion of the year; nor is this surprising, when we reflect that this country is a low and marshy region, overspread with immense forests; situated but a few degrees north of the equator, and subjected to the influence of the north-easterly trade.

The fierce heat of the sun fills the atmosphere with vapor, which returns to the earth again in incessant showers, as the cool air from the ocean flows in from the higher latitudes.

In the interior, amid the primeval forests, the sun and stars are seldom visible, and the rains not unfrequently continue for *five or six months*, with scarcely any intermission.

According to Darwin, rain thus prevails at the Straits of Magellan. "At Port Famine," says the writer, "we have rounded mountains, concealed by impervious forests, which are drenched with rain brought by an endless succession of gales: rock, ice, snow, wind and water, all warring with each other, here reign in absolute sovereignty." It is a proverbial saying, in the Isle of Chiloe, 43° S. Lat., that it there rains *six days* of the week, and is *cloudy* on the *seventh*.—*Brocklesby's Meteorology*.

THE SNOW LESSON.

When the dusky shades of the twilight,
Hushed the din of the noisy town,
I sat long, by the window, watching
The snow falling quietly down.

And, alone, in the dim light and silence,
Unfolded, that I might read,
On the pure, white page before me,
A lesson, I well may heed—

That, like snow falling gently and softly
O'er the rough earth; a beautiful pall—
We let, o'er the scarred heart of error,
The mantle of charity fall.

Again, planting the poor feet that wandered,
In the path that the Blessed One trod;
Believing, and hopefully praying
They yet shall press on to their God.

And as the snow fall makes lovely
Valley, and hillside, and grove,
And yet, in the darkness and silence,
Doeth its work of love,

So, let our offering be given;
Angels the deed shall record;
And the eye of our Father in Heaven
Shall see, and His hand shall reward.

Such is the simple lesson
Taught by the snow to me.
Oh! in my *heart* be it written
As it is in my memory!

L. I——.

THOUGHT.

“It makes the steam a runner;
Makes the lightning write;
Makes the dumb a speaker;
To the blind gives sight.
Has caught th' unseen planet
In its path alone;
Tracked the spectral comet
Through vast realms unknown.
Thus mastering all the secrets,
Whether new or old,
Thought is the alchemist
Turning all to gold.”

ON CONDUCTING RECITATIONS.

The recitation is the best test of the teacher as well as of the scholar. If a teacher possesses ability, here is the place where it is exhibited, for it is the grand theatre of his operations. Hence, the teacher who aspires to eminent success in his profession, should neglect no opportunity to find out and practice the best modes of managing recitations.

The principal means of improvement in this respect are found in conversation with those of greater experience, in reading, in observation, and in judicious experiments. But as skill in conducting recitations involves many of the requisites of a good teacher, it must not be imagined that it is a thing to be attained by an off-hand effort, or by following this or that set of rules.

It is not the hasty product of a day,
But the well-ripened fruit of sage delay.

It is not our design in this article to treat the subject philosophically or profoundly, or, in other words, to develop and illustrate all the *principles* to be attended to in performing this department of the teacher's duties. We aim at nothing more than to drop a few hints which may be useful to beginners, and to answer, though imperfectly, that question which they are apt to ask themselves as they stand before their classes—*How shall I proceed in order to render this exercise as pleasant and profitable as possible?*

As a preliminary step in attempting to reach this result, it is important to give pupils definite and particular directions as to the manner of preparing their lessons, and the manner in which they will be expected to recite.

The difficulties they will be likely to meet should be anticipated, and though not solved and cleared up, such hints should be thrown out as the case may require. The means of securing faithful preparation on the part of pupils, does not come within the range of our present subject. But, let us suppose that object attained, and the recitation commences.

Attention is the most important thing now to be required of the pupils—undivided attention; the attention of the whole class as long as the recitation continues. I put an important question to one of my pupils a few days since, which he could not answer, and pleaded in excuse, with eyes filled with tears, that it was not in the book, and he had never heard it before. But the fact was that it had been discussed and answered in his presence on the day previous, while he was inattentive, and so he was none the wiser for what had been said about it. Instruction is wasted on minds while in such a state. It is seed sown by the way-side. Attention is a fundamental requisite of a good recitation, and must be secured at any cost, for without it the best of instruction can neither be understood nor retained. The teacher should leave no expedient untried till he has succeeded here, for it is idle to attempt other conquests, while this victory remains to be achieved. But he must not attempt impossibilities, and contend against nature with the expectation of a complete mastery, for there are some wits so wandering, that no art can keep them on the same subject for a long time. Pupils of this description need to have the kaleidoscope turned often before their mental vision. The attention of young scholars is soon wearied, and it is very injudicious to drag their jaded

minds through long recitation. Their mental repast should be short and sweet. They will come to them then with a sharp appetite, though often called.

Before dismissing this topic, it is proper to observe that there are two kinds of attention: that which is caused by an interest in the subject under consideration, and that which is yielded from a sense of duty, or under the pressure of necessity. The former should be aimed at when it is desirable to deposit knowledge in the memory safely. The latter is useful as a mental discipline. When the Athenian orator was asked what was the most important thing in speaking, he replied, *action*; the second requisite, *action*; the third, *action*; And I would say the same of *attention* in recitation.

Energy is another essential requisite in a good recitation. This quality should never be omitted. It should enter into every action, however minute and trivial. In rising up and in sitting down, in the posture of the body, and holding the book, it should be constantly insisted upon. Indistinct utterance is not unfrequently the result of a slothful habit of using the organs of speech, especially the tongue and lips. In such cases energy is the only remedy. The organs of the body, as well as the faculties of the mind, should be trained to prompt and vigorous action in every exercise in the recitation where it is possible. A right use of the respiratory organs is an efficient means of promoting habits of energetic action. I suppose that it was on this principle that Napoleon selected men for action who were provided with ample nostrils and capacious lungs.

But in our earnestness and zeal for the *fortiter in re*, it is well, on the other hand, to guard against forgetfulness of the *suaviter in modo*. Energy should be well tempered with the attractive grace of gentleness. It may be useful also to bear in mind, that there is a marked difference between energy and noise—a difference similar to that between lightning and thunder. The literal meaning of energy is *inward workingness*, and where it really exists, it will make itself felt, though speaking in a "still, small voice."

The example of the teacher is the best mode of securing energetic habits in pupils. Energy is contagious. Let the teacher be active, brisk, and decisive in his manner, and the same qualities will be reflected in his pupils. On the other hand, who ever found a class anything but tame and listless, in the hands of a teacher *eminent* for sluggishness and inactivity? There is no better rule on this subject than that in the holy proverb, "Whatever our hands find to do, let us do it with all our might."

Encouragement, when judiciously applied, is a powerful agent in promoting the objects of recitation. It is what scholars of all grades need. Children must have it, or they will not succeed. Encouragement in education is like the sun in the natural world; nothing can supply its place. The teacher, who knows how to dispense his smiles of approbation, wields a greater power than ever slept in the rod, or was contained in the language of censure and reproach. Make a pupil *think* he can do a thing, and he *can* do it. *Possunt, quia posse videntur*. This is a consideration which requires particular attention, as teachers are constantly prone to bestow the largest share of encouragement where it is least needed. How much more are the bright and bold scholars praised, and cheered on, than the dull and timid! Scholars should be encouraged to ask questions, and suggest the difficulties which occur to their minds; for sensible and pertinent questions require thought, and pro-

mote mental activity. The skillful teacher will answer one question in such a manner as to provoke many more; and when the appetite of his pupil has become sufficiently keen, he will be directed to the sources of information, and encouraged to work the mine of knowledge on his own account.

Exactness is a quality which should be rigorously demanded in recitation. There can be no such thing as good scholarship or good instruction without it. In pronunciation, it is not enough to avoid inaccuracies; the utterance should be complete in every respect, and free from all defects. Fragments of sentences, and incoherent phrases, should not be received as answers to questions. It fosters a slovenly habit of expression, and robs the pupil of the best practical means of acquiring readiness and correctness in the use of language. It is an important rule to require the pupil to include the question in his answer, and form a complete sentence, which can stand alone. For example: If the teacher put the question, "What is the capital of France?" it is not enough to receive for the answer, "Paris." The answer should be thus, "The capital of France is Paris;" or thus, "Paris is the capital of France." I am aware that it will be objected to this mode that it consumes too much time; but if a teacher will but adopt it, and practice it for some time, he will find that it is well sometimes "to stay a little, that he may make an end the sooner."

In every recitation it should be the aim of the teacher to call into exercise as many faculties as possible; for it is only by exercising them that they can be developed and perfected. When it is possible, principles should be deduced from the particular facts under consideration, the pupils made to see how much more valuable the knowledge of one general truth is, than the knowledge of many facts. Every sort of routine in recitation should be avoided. The teacher who would be very successful must tax his invention to find out ways of varying the exercises, though always keeping the great end in view.
—*Mass. Teacher.*

ETYMOLOGY OF WORDS.

Let us a little consider the word "kind." We speak of a "kind" person, and we speak of man—"kind," and perhaps, if we think about the matter at all, we seem to ourselves to be using quite different words, or the same word in senses quite unconnected, and having no bond between them. But they are connected, and that most closely: a "kind" person is a "kinned" person; one of kin; one who acknowledges and acts upon his kinship with other men, confesses that he owes to them, as of one blood with himself, the debt of love. And so mankind is *mankinned*.* In the word is contained a declaration of the relationship which exists between all the members of the hu-

* Thus it is not a mere play upon words, but something much deeper, which Shakespeare puts in Hamlet's mouth; when speaking of his father's brother who had married his mother, he characterizes him as "A little more than kin and less than kind."

man family; and seeing that this relationship in a race now scattered so widely and divided so far asunder can only be through a common head, we do in fact every time that we use the word "mankind," declare our faith in the one common descent of the whole race of man. And beautiful before, how much more beautiful now do the words "kind" and "kindness" appear, when we perceive the root out of which they grow; that they are the acknowledgment in deeds of love of our kinship with our brethren: and how profitable to keep in mind that a lively recognition of the bonds of blood, whether of those closer ones which unite us to that whom by best right we term our family, or those wider ones which knit us to the whole human family, that this is the true source out of which all genuine love and affection must spring; for so much is affirmed in our daily, hourly use of the word.

And other words there are, having reference to the family and the relations of family life, which are not less full of teaching, which each may serve to remind of some duty. For example, "husband" is properly "house-band," the *band* and *bond* of the house, who shall bind and hold it together. Thus, Old Tusser in his *Points of Husbandry*:—

"The name of the *Husband* what is it to say?
Of wife and of *Household* the *band* and the *stay*:"

so that the very name may put him in mind of his authority, and of that which he ought to be to all the members of the house. And the name "wife" has its lessons too, although not so deep a one as the equivalent word in some other tongues. It belongs to the same family of words as "weave," "woof," "web," and the German, "weben." It is a title given to her who is engaged at the web and woof, those having been the most ordinary branches of female industry, of wifely employment, when the language was forming. So that in the word itself is wrapped up a hint of earnest in-door stay-at-home occupations, as being the fittest for her who bears this name.—*Trench on Words.*

It is related of the late Dr. Nathaniel Bowditch, that when at the age of twenty-one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, afterwards became a captain of a ship. These facts illustrate not only the value of knowledge, but the advantage of associating with the educated.

LIFE is our real night, and the first gleam of the morning which brings us certainty is Death.—*Bulwer.*

THINGS without remedy should be without regard.—*Shakspeare*

IMITATION is the sincerest flattery.—*Lacon.*

THE greatest virtue of which wise men boast,
Is to abstain from ill when pleasing most.—*Shakspeare,*

MATHEMATICAL DEPARTMENT

W. D. HENKLE, Editor.

PROBLEMS.

PROBLEM No. 1.—BY M. C. STEVENS.

To find geometrically the perimeter of a regular polygon of sixteen sides, the radius of the inscribed circle being given.

THEOREM No. 2.—BY KENNETH CAMERON.

If from any two points taken in opposite sides of a parallelogram, lines be drawn to the opposite angles, and a line be drawn through their points of intersection, and produced to the other sides of the parallelogram, that line will bisect the parallelogram.

PROBLEM No. 3.—BY E. M. STRIBBLING.

In a given triangle to inscribe another, having its angular points in the sides of the given one, and its perimeter a minimum.

PROBLEM No. 4.—BY JOSIAH SCOTT.

A rectangle whose altitude is a and base b is inscribed in a right-angled triangle; required the base and perpendicular of the triangle when its hypotenuse h is a minimum.

PROBLEM No. 5.—BY JACOB STAFF.

With what impetus must a perfectly elastic ball be projected at an elevation of 30 degrees from the floor in one corner of a room 30 by 40 feet, so as to strike the opposite side-wall at a given horizontal angle, thence bound against the end, thence against the other side, and thence come to the floor at the other corner of the same end of the room from which it was projected?

PROBLEM No. 6.—BY THE EDITOR.

A. hired a carriage for \$12 to travel 25 miles, with the liberty of allowing three others to ride with him. After traveling 5 miles he took in B., and they, after traveling 10 miles, took in C., and A., B., and C., after traveling 5 miles, took in D. What in equity ought each one to have paid?

☞ Matter for this department must be sent in by the 1st of the month preceding that in which it is to appear. The Editor's Post-Office address is Richmond, Wayne county, Indiana.

REMARKS.

It is hoped that the readers of this Educational Journal will give this department its proper share of attention, so that each number may contain some-

thing of interest to the lovers of mathematical science. We shall not demand that the proposer of a problem shall send a solution, but shall leave him free to act as he chooses; nor shall we always confine ourselves to one solution of a problem when several different ones shall be given.

We have requested the Resident Editor to send specimen numbers to *Jacob Staff, Josiah Scott, Judge Clark, Henry M. Parkhurst, E. M. Stribbling, David Wickersham, R. W. McFarland, A. Schuyler, F. W. Hurtt, Samuel Alsop, George Bradley, Kenneth Cameron, Robt. M. Cameron, and Miss Anna R. Fitch*, with the expectation that they will become subscribers to the Journal and contributors to this Department. We would also include in this list quite a number of other persons who have heretofore been ranked among our mathematical correspondents, but cannot, because we write away from home and have not their post-address.

In addition to the above, we shall confidently expect the assistance of **PROF. DOWNEY**, of Greencastle, **PROF. CAMPBELL**, of Crawfordsville, and **PROF. THOMSON**, of South Hanover, each of whom we believe is a Professor of Mathematics.

MATHEMATICAL ITEMS.

A. S. BARNES & Co. have published a work on Calculus by **PROF. EDWARD H. COURTENAY**. It is a posthumous work.

We learned from **JACOB ERNST**, of Cincinnati, a short time ago, that he is publishing a work upon Calculus, by **PROF. H. N. ROBINSON**, which he thinks will be out in about two months. We shall anxiously await the appearance of this work.

PROF. H. N. ROBINSON resides at *Elbridge*, N. Y., and has been confined to his room for several years by paralysis.

The work on Geometry by the **REV. THOMAS HILL**, of Waltham, Mass., recently issued in the East, is also to be published in Phonotypy by the **LONGLEYS**, in Cincinnati.

THE ENGLISH LANGUAGE.

The Anglo-Saxon is not so much one element of the English language, as the foundation of it, the basis. All its joints, its whole *articulation*, its sinews and its ligaments, the great body of articles, pronouns, conjunctions, prepositions, numerals, auxiliary verbs, all its smaller words which serve to knit together and bind the larger into sentences, these, not to speak of the grammatical structure of the language, are exclusively Saxon. The Latin may contribute its tale of bricks, yea of goodly and polished hewn stones, to the spiritual building, but the mortar, with all that holds and binds these together, and constitutes them into a house, is Saxon throughout.—*Trench*.

EDITORIAL MISCELLANY.

Little need be said in respect to the necessity or advantages of an Educational Journal. The most important question is, can it be sustained? The spirit and energy manifested in relation to this subject at the State Association, lately convened at Madison, together with the private liberality which has given strength to its commencement, inspires us with confidence that the time has come when such a work may be safely established, and we appeal to Teachers and friends of Education to give the enterprise their countenance and assistance. Such a Journal published and conducted by the Teachers of the State must unite and centralize the influence of the profession; and the character and dignity which this influence will give to the teacher, will call to the work of instruction men of superior talents and attainments. It sounds well to talk of heroism and self-denial, and of the moral dignity of our calling, and we trust we are not insensible to such appeals, but it is useless to expect that men whose talents can command wealth in other professions, will adopt this, unless the work be recognized both as honorable and influential. In this respect we believe the establishment of a Journal will be useful. It will be the organ of the Teachers; the medium by which they may reach the schools, the people, and each other. Through it they will become acquainted with the condition of Education throughout the State, its wants and its progress, and the life and vitality of one section will be communicated to another. We shall see and know what we are accomplishing. The sphere of apathy and indifference which surrounds us will be broken, and we shall stand stronger in each other's strength and labor more cheerfully and with firmer faith that our work is not in vain. This will be everything to us. With the hope of success, with the cheering confidence that the great cause of Education in our State is steadily and rapidly advancing, Teachers will feel that they have something worth laboring for, and will devote themselves to this work with a zeal which will insure success. Teaching will at once become a profession, a life-business, and this we must have before we can awaken interest and command confidence and influence among our people. These objects we believe will be furthered by the establishment of a School Journal, and we hope that we may receive the hearty co-operation and assistance of our brother teachers. As everything which ennobles teaching and tends to make it a profession, operates directly upon schools and the educational interests of the State, to the friends of Education generally we say: We do not appeal to your generosity. You ought to be interested in that which will advance the prosperity and increase the efficiency of your schools. If you are, and believe with us that an educational Journal will be of advantage to them, directly or indirectly, then give it such assistance as your own interest and the interest of the cause demands.

Of the character of the work we have a word to say. We do not think a periodical strictly professional, best suited to our present wants. We need a wider field. The interest of the people must be awakened, and our articles and selections should be of a character to interest parents and children as well as teachers. We shall give the views of able and successful Educators

upon topics connected with the routine of school-life in its various grades and phases. Our Mathematical Department will be valuable to the more advanced pupils in our High Schools, while educational literature of general interest, and articles suitable for children, will find their appropriate space in our columns. The work will be issued on the fifteenth of every month, and we respectfully solicit from teachers and friends reports and notices of Associations, Statistics of Education, and such communications as will increase the value and usefulness of the Journal.

THE JOURNAL.

We trust teachers will act as agents and obtain as many subscribers as possible. Visit the parents of your pupils and obtain their assistance. It will be of service to you as well as to us. We shall be pleased to forward specimen numbers on application. We send copies of the first number to many friends, acquaintances, teachers, and others whose names and address have been furnished us, and hope they may find it for their interest to subscribe. Those to whom we have sent several copies will confer a favor by distributing in a manner most to extend the circulation of the Journal. We employ no agents, and whatever any one does for us, is for love of the cause.

Messrs. JAMES A. DEAN, J. F. BURLEIGH, and J. M. LEEDS were requested by the State Association to interest themselves in obtaining subscribers for this publication, which they kindly consented to do, and subscriptions and remittances made to them will be forwarded to us.

Business letters, remittances, and all communications except those designed for the Mathematical department, should be addressed to Geo. B. Stone, Resident Editor, Indianapolis, Ind.

INDIANA INSTITUTION FOR EDUCATING THE DEAF AND DUMB.

We see by the Report of the Trustees and Superintendent that this Institution is in a highly prosperous condition.

The number of pupils during the year is 166. Quite a number of these are from other States, which fact speaks well for the high character which the Institution enjoys. Speaking of health, the Report says: "But few cases of sickness and no deaths have occurred among them. For several years there has been a gradual, but very perceptible, improvement in the health of the inmates of the establishment. This happy result has been produced in part, no doubt, by the improved accommodations which have been enjoyed since the buildings have been completed and occupied; but no one thing has contributed more to this result than the regular system of manual labor which has been introduced among the pupils. Nor is this mere speculation, for it is a fact well established, on the ground of both reason and experience, that regular alternations, at short intervals, of study, and recreation and rest, is not only favorable to intellectual and moral improvement, but is also in a high de-

gree conducive to health. The hours of study, of recitations, of labor, of recreation, and of rest, are now arranged so as to combine the most rapid advancement in knowledge, with the most vigorous development of health." We trust the recommendation of the physician in respect to the erection of a bath-house for the use of the pupils will be attended to. He very truly remarks that "personal cleanliness is certainly very important to the health of schools of this kind, and it is impossible to have the benefit of it in this Institution unless bathing apparatus be provided. Frequent bathing is a preventive as well as a remedy for many diseases." Horace Mann once remarked that "we at the West are accustomed to boast of our great rivers, but it would be much better for us if we could boast of using a tub-full of their water every morning." Certainly, in an Institution of this kind, facilities and conveniences for bathing should be provided.

THE SILVAS OF THE AMAZON.

The vegetation is so dense that it can only be penetrated by sailing up the river or its tributaries. The soil, enriched for ages by the spoils of the forest, consists of the richest mould. The heat is suffocating in the deep and dark recesses of these primeval woods, where not a breath of air penetrates, and where, after being drenched by the periodical rains, the damp is so excessive that a blue mist rises in the early morning among the huge stems of the trees and envelops the entangled creepers stretching from bough to bough. A deathlike stillness prevails from sunrise to sunset; then the thousands of animals that inhabit these forests join in one loud discordant roar, not continuous but in bursts. The beasts seem to be periodically and unanimously roused by some unknown impulse till the forest rings in universal uproar. Profound silence prevails at midnight, which is broken at the dawn of morning by another general roar of the wild chorus. Nightingales, too, have their fits of silence and song; after a pause they

"—— all burst forth in a choral minstrelsy,
As if some sudden gale had swept at once
A hundred airy harps."

Mrs. Somerville's Physical Geography.

A friend visiting the School for Idiots at South Boston, Mass., writes as follows:

"I was both surprised and delighted with the performances. The first classes recited Arithmetic, Geography, and Spelling in a manner that would shame many classes of the same age in our Public Schools."

The education of these unfortunates is conducted on much the same principles as those which guide us in the development of more favored children, though more patient and long-continued efforts are required from the teacher.

I T E M S .

The Ohio State Teachers' Association, at its late meeting in Columbus, levied $1\frac{1}{2}$ per cent. on the salaries of its members for educational purposes.

Miss Anna R. Fitch, Principal of the Female Seminary at Rising Sun, in this State, was a pupil of the celebrated Mary Lyon, the originator of the Mount Holyoke Female Seminary at South Hadley, Mass.

The new Female Institution, near Oxford, Ohio, is modeled after the Mt. Holyoke Seminary.

Prof. Stoddard, author of a popular work on Mental Arithmetic, now has charge of a Normal School at Millersville, Lancaster county, Pa.

Winthrop B. Smith & Co., Publishers of the Indiana Series of Readers and other works, donated \$200 for the establishment of the Indiana Journal of Education.

The Indiana State Teachers' Association, at its late meeting in Madison, voted, hereafter to hold semi-annual meetings, commencing the second Wednesday in August.

Two Normal Schools have recently been commenced in Ohio, one at Hope-dale, Harrison county, and the other at Lebanon, Warren county. Mr. John Ogden is Principal of the former, and Alfred Holbrook of the latter.

Mr. Edgerton, at present a teacher in the Richmond Union School, was a student at the New York State Normal School at Albany, at the same time Prof. Stoddard was.

SCHOOLS AND SCHOOL HOUSES.

We see by the Monthly report of Mr. Josiah Hurty, Superintendent of Schools in Richmond, Wayne county, that there are now seven hundred and ninety pupils in attendance at the Union Schools in that city, divided as follows:

| | |
|---------------------|-----|
| High Schools, | 194 |
| Grammar, | 238 |
| Secondary, | 166 |
| Primary, | 259 |

Mr. Hurty was one of the originators of the Ohio State Teachers' Association. His energy and activity are infusing new life into the schools of Richmond.

We call attention to the following improved method of seating and warm-

ing school houses just adopted in a fine school building in Fall River, Mass.:

"First a new arrangement of the desks and chairs. This arrangement is patented by Mr. Virgil Woodcock, of Swansey, N. H. He calls it the Diagonal Arrangement. Every scholar has a separate desk and chair, and the full control of his books and writing. He is released from all interference with others. No scholar can face another without one of the two being at half-face; and when the school is called into procession, each can rise and step into file in the aisle without coming in contact with another. The new arrangement so economizes space, also, that by using it as many scholars can be seated in a given area, with single seats and desks, as could be accommodated under the former system, with double seats and desks. The right to use this patent in this house cost about \$47; the city having a right to use it in all the other school houses by paying \$200. A few years, probably, will witness its universal adoption in all new school houses.

The second improvement is the use of "Gould's Patent" method of heating the apartments by steam. The steam is generated in the boiler in the basement. It is conveyed thence into the different apartments above by means of distributing pipes. It passes from the pipes into the radiators, which are set up about the walls, like black-boards. These radiators are composed of plates of sheet-iron, perhaps five feet in length by two and a half in width. These plates are united all around at the edges, and are brought in contact over their whole surfaces, at intervals of a few inches, by stout iron studs. The space between the plates, perhaps an inch in depth, is filled with the steam, which, heating the plates, throws its genial warmth into the room. The outer plate is handsomely painted. The apparatus is supplied with all the appurtenances for regulating the temperature. The steam fixtures were put in the house by James J. Walworth & Co., Boston, Mass."—*Fall River Weekly News*.

SCENE IN A SCHOOL ROOM.

"Who threw that chestnut?" No answer. Again the question is repeated. "I, sir," said Charles B., a sprightly lad of 12 years. No other scholar had seen the act. There was no accuser, but with a manly frankness the fault was confessed. Come here, said the teacher. Charles obeyed, and the master, taking a rod from his desk, inflicted a severe punishment upon the offending pupil. Nothing could have been more injudicious. What in nine cases out of ten would a pupil do if again detected in a similar fault? The moral courage of most boys of 12 years of age would not be superior to the fear of punishment, and they would be likely not only not to confess, but even to deceive. Beware of doing anything which will weaken the moral strength of your pupils. If they need correction, let it be for faults which you yourself detect. An honest, manly confession should always shield them from punishment.

BOOK NOTICES.

THE UNIVERSITY ARITHMETIC, by CHARLES DAVIES, L.L.D. A. S. BARNES & Co., New York, Publishers.—Great care has been taken in the explanation of Arithmetical processes. The examples are practical and the whole subject is treated in that scientific manner which always characterizes Prof. Davies's works.

GEOGRAPHY FOR HIGH SCHOOLS AND ACADEMIES, by J. H. COLTON.—We have seen a specimen map of this work, which is soon to be published by J. H. Colton & Co., New York. It is finely executed, and with an accuracy

which is not surpassed by any work of the kind. The illustrations of the text exhibit an exquisite taste, and are in the highest style of art. The arrangement of the work we have not had an opportunity to examine fully, and shall speak of it at some future time. A smaller work, by the same author and publishers, is a good book for primary and intermediate schools.

OUTLINES OF PHYSICAL GEOGRAPHY, by W. FITCH. J. H. COLTON & Co.—We are glad to see a work on this subject. Although it is not treated exactly in a manner to suit us, it will be found a useful and entertaining book for the school room and elsewhere. It contains a vast fund of information which teachers of Geography cannot afford to be without. It has not the fascinating interest of Guyot's "Earth and Man," but is well arranged for a text book and will better meet the wants of our High Schools and Academies generally, than either that or Mrs. Somerville's admirable work. Its maps are well executed and those exhibiting the currents of the ocean and the distribution of the winds are very valuable. The chapters on Islands and on Climate are particularly interesting.

BERARD'S HISTORY OF THE UNITED STATES. H. COWPERTHWAIT & Co.—An excellent little history, free from a mass of dry statistical matter which make most of our school histories worthless in the school room. The familiar style in which it is written makes it an agreeable reading book for the young student, and historical works without this attraction, do almost as much harm as good, for they create a distaste for this kind of reading. We recommend the introduction of this history into our schools, believing it will relieve the tedium and dullness which usually attend this study.

M McNALLY'S SYSTEM OF GEOGRAPHY FOR SCHOOLS, ACADEMIES, AND SEMINARIES. A. S. BARNES & Co., New York.—The maps are very finely executed. The sectional views exhibiting the slopes of the country, mountain ranges, &c., are very important. We should like to see a Geography prepared for schools, combining, in a philosophical-manner, both Physical and Descriptive Geography. It would give vitality to this study which is usually made a mere mnemonic exercise. In the absence of such a work we know no geography superior to McNally's.

Among other works on Geography we have received Mitchell's Primary Revised. Certainly a great improvement on the former ones by that author. It is published by H. Cowperthwait & Co., Philadelphia.

ARITHMETIC AND ITS APPLICATIONS, by DANA P. COLBURN. H. COWPERTHWAIT & Co., Phila.—A work which meets the wants of every teacher who prefers principles to rule. Having used the arithmetical works of Mr. Colburn previously published, we speak from experience when we say that we would follow them more implicitly than any text books on this subject with which we are acquainted. Most arithmetical works treat the various applications of arithmetic as so many principles, each of which requires its separate rule. This is false and leads the pupil away from the investigation of mathematical principles into a memorizing of rules, and the result is, that much of the discipline of mind which this study is well calculated to impart, is lost. This last work of Mr. Colburn's, we confidently recommend to the thorough teacher of arithmetic.

It was expected by the Convention at Madison that the first number of the Journal should be issued during the month of January. The delay in obtaining Advertisements, many of which are from the East, made it impossible for the Committee to contract with the Printers until the middle of January. The haste in which the first number has been issued, in order to meet the expectations of the Convention, must be an excuse for some typographical errors which appear in this number. Among these we mention "fretfulness," on the 2d page, 7th line from the bottom, which should be *pettiness*; "whatever," 3d page, 21st line from the top, should read, *relation to*; "Romantic," 10th page, 5th paragraph, should be *Romantic*; "into," 2d line of the first resolution below, should be *is*. The proof-reading was necessarily done by both editor and printers in great haste.

THE
Indiana School Journal.

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EXTRACT FROM AN ADDRESS BY 446 21 1889. FREDERIC
D. HUNTINGTON, ON UNCONSCIOUS TUITION.

By unconscious tuition, I mean that ~~part~~ ^{unconscious} of a teacher's work which he does when he seems not to be doing any thing at his work at all. It has appeared to me that some of the most nutritive and emphatic functions of an instructor are really being performed while he seems least to be instructing. To apprehend these fugitive and subtile forces, playing through the business of education with such energy, and, if possible, to bring them within the range of a practical dealing and discipline, is the scope of my present design. If the topic should fail of entertainment or profit, it will at least yield me this negative advantage, that it will not tempt me to traverse any pre-existing debate, or prejudice, or clique, or dogma.

The central thought of my doctrine is based on the presumption that the ultimate and total object of the teacher's profession is not the communication of knowledge; nor even, according to the favorite modern formula, the stimulating of the *knowing faculty*, if by the knowing faculty we understand a faculty quite distinguished and separate from the believing faculty, the sensibility, and the will. It has been generally admitted, for a long time, that education does not consist in inserting facts in the pupil's memory, like specimens in a cabinet, or apples dropped into an empty barrel, or freight stowed in the hold of a ship. But not only must we dismiss those mechanical resemblances, which liken the mind to a store-house, a granary, a museum, or a library; we must also carry our conception of learning above the notion of an agile and adroit brain. Education does not consist in provoking bare intel-

girls into the men and women they are to be? And it acts both on their intellectual nature and the moral; for it advances or dissipates their studies, while it more powerfully affects the substance and tendencies of character.

Now, there are different organs in our human structure, which serve as media for expressing and carrying on this unspoken and unconscious influence, so that it shall represent exactly what we are. That is, to atone for the defects of language, and moreover, to forestall any vicious attempts we might make at deception, the Creator has established certain signs of his own which shall reveal, in spite of our will, the moral secret.

One of these is the temper; or, rather, that system of nervous network, by which temper telegraphs its inward changes to the outward world. The temper itself, in fact, is one of the ingredients in our composition most independent of immediate and voluntary control. Control over it is gained by the will only through long and patient discipline; and so it is an effectual revealer of our real stuff. It acts so suddenly, that deliberation has not time to dictate its behavior; and, like other tell-tales, it is so much in a hurry, that an after-thought fails to overtake the first message. It lets the hidden man out and pulls off his mask. This temper is doing its brisk publishing business in every school-house. No day suspends its infallible bulletins, issued through all manner of impulsive movements and decisions. Every pupil reads them, for there is no cheating those penetrating eyes. He may not stop to scrutinize, or even state to himself his impression; but he takes it; it enters into him; it becomes a part of himself. By the balm or the irritation, by the sweetness or the sourness, by his tacit admiration or his ugly resistance, he is being fashioned under that ceaseless ministry. It is either the dew of genial skies enriching him, or it is the continual dropping of a very rainy day, which Solomon himself compares to a "contentious woman," though he probably had not a cross "school ma'am" in his mind. Nor are these formative phases of temper confined to the two extremes commonly suggested, of anger and amiability. They run through an endless variety of delicate intermediate shadings. They partake of the whole circle of dispositions. They are as many as the degrees of virtue and vice, honor and shame. Every teacher moves through his school and conducts his exercises, a perpetual and visible representation to all under him of some sort of temper. When he least thinks it, the influence keeps going out. The

sharpest self-inspection will scarcely inform him, moment by moment, what it is; but his whole value as a guide and companion to the young is determined by it; his whole work is colored by it. Penalties imposed in passion are proverbially the seeds of fresh rebellions, and the relative impressions of milder moods are no less certain. Whatever temper you have suffered to grow up in the gradual habit of years, that will get a daily revelation over your desk as visible as any map on the walls.

Another instrument of this unconscious tuition is the human face. There is something very affecting in the simple and solemn earnestness with which children look into their elders' faces. They know by an instinct, that they shall find there an unmistakable signal of what they have to expect. It is as if the Maker had set up that open dial of muscle and fibre, color and form, eye and mouth, to mock all schemes of concealment, and decree a certain amount of mutual acquaintance between all persons, as the basis of confidence or suspicion. All the vital spirits of brain and blood are ever sending their swift demonstrations to that public indicator. It is the unguarded *rendezvous* of all the imponderable couriers of the heart. It is the public playground of all the fairies or imps of passion. If you come before your pupils, after dinner, your countenance gross and stupid with animal excess, do you suppose the school will not instinctively feel the sensual oppression, and know Silenus by his looks? A teacher has only partially comprehended the familiar powers of his place, who has left out the lessons of his own countenance. *There* is a perpetual picture which his pupils study as unconsciously as he exhibits it. His plans will miscarry, if he expects a genial and nourishing session, when he enters with a face blacker than the black-board. And very often he may fail entirely to account for a season of rapid and sympathetic progress, which was really due to the bright interpretations and conciliatory overtures glancing unconsciously from his eyes, or subtly interwoven in the lines of frankness and good-will about his lips. The eye itself alone, in its regal power and port, is the born prince of a school-room. He answers a score of questions, or anticipates them, by a glance. "The human countenance," it has been said, "is the painted stage and natural robing-room of the soul. It is no single dress, but wardrobes of costume innumerable. Our seven ages have their liveries there, of every dye and cut, from the cradle to the bier; ruddy cheeks, merry dimples, and plump stuffing for youth;

line and furrow for many-thoughted age; carnation for the bridal morning, and heavenlier paleness for the new-found mother. All the legions of desires and hopes have uniforms and badges there at hand. It is the loom where the inner man weaves, on the instant, the garment of his mood, to dissolve again into current life when the hour is past. There it is that love puts on its celestial rosy red; there lovely shame blushes and mean shame looks earthy; there hatred contracts its wicked white; there jealousy picks from its own drawer its bodice of settled green; there anger clothes itself in black, and despair in the grayness of the dead; there hypocrisy plunders the rest, and takes all their dresses by turns; sorrow and penitence, too, have sackcloth there; and genius and inspiration, in immortal hours, encinctured there with the unsought halo, stand forth in the supremacy of light."

What then? Can a man look otherwise than nature made him to look? Can he re-construct his features? Can he resolve his face into beauty by a purpose? I reply, nature made his countenance to reflect the spirit of his life. It is a common maxim that some faces, plainest by the rules of classic symmetry, are noble with moral dignity and radiant with spiritual light. The faces we love to look at, over and over again, must be the really beautiful faces, and these are the faces of lovely persons, no matter about your Juno or Apollo. Said Chrysostom, speaking of Bishop Flavian, who had gone to intercede with the Emperor for the rebellious citizens of Antioch, "The *countenance* of holy men is full of spiritual power." This kind of beauty, the only real kind, is producible. The soul, such as it is, will shine through. But the completeness of that transformed expression will be seen only where the long patience of self-control, and the holiest sincerity of love, and the slow triumph of unselfish principle, have wrought their interior work, molding the inner man into a nobleness that the outward shape may honestly image.

Another of these unconscious educatory forces is the voice; the most evanescent and fugitive of things, yet the most reliable as a revealer of moral secrets. The voice, I mean now, not as an articulate medium of thought—that would be its *conscious* function, and that we here expressly set aside—but the voice as a simple sound, irrespective of syllables, and by its quality and volume, by tone, modulation, wave, and cadence, disclosing a disposition in the heart. It must have occurred to us all, how brave and long-continued and sore struggles of right with wrong in the conscience,

the secret conflict of heaven with hell, Ormuzd with Ahriman in the Hosom, may have been the needful preparation that gave one note of the voice, apparently falling as the most careless of acts, its sweet, celestial accent. I have no doubt that the unexplained reason why some persons remain strangely repulsive to us in spite of all resolute efforts to overcome the aversion, may be owing to some uncongenial quality betokened only in the tones of the voice. And it is familiar how the magic of a euphony, made musical and gracious by pity and love, wins wonderful convictions. I remember hearing a thoughtful person, of fine moral intuitions, who had been a little tormented by the eccentricities of a man of genius, say that all his annoyances vanished before the marvelously affecting pathos with which this odd visitor spoke the single word *Good-night*. We all remember the story of our philanthropic country-woman quieting the rage of a maniac by her tones. Elizabeth Fry used to do the same thing at Newgate. What we only need to remember is, that into these unpremeditated sounds goes the moral coloring of a character compacted in the deliberate formation of years. And if we would breathe magnanimity, we must be, we must *have been*, magnanimous.

Still another of the silent but formative agencies in education is that combination of physical signs and motions which we designate in the aggregate as *manners*. Some one has said, "A beautiful form is better than a beautiful face; but a beautiful behavior is better than a beautiful form. It is the finest of the fine arts. It abolishes all considerations of magnitude, and equals the majesty of the world." A treatise that should philosophically exhibit the relative proportion of text-books and mere manners, in their effects on the whole being of a pupil, would probably offer matter for surprise and for use. It was said that an experienced observer could tell, in Parliament, of a morning, which way the ministerial wind blew, by noticing how Sir Robert Peel threw open the collar of his coat. Manners are a compound of form and spirit—spirit acted into form. The reason that the manner is so often spiritless and unmeaning is, that the person does not contain soul enough to inform and carry off the body. There is a struggle between the liberty of the heart and the resistance of the machine, resulting in awkwardness whenever the latter gets the advantage. The reason a person's manner is formal is, that his sluggish imitation of what he has seen, or else a false and selfish ambition, comes in between his nature and his action, to disturb the harmony and overbear a

real grace with a vicious ornament. The young, quite as readily as the old, detect a sensible and kind and high-hearted nature, or its opposite, through this visible system of characters, but they draw their conclusions without knowing any such process, as unconsciously as the manner itself is worn. The effect takes place both on the intellectual faculties and the affections; for very fine manners are able to quicken and sharpen the play of thought, making conversation more brilliant because the conceptions are livelier. D'Aguesseau says of Fenelon, that the charm of his manner, and a certain indescribable expression, made his hearers fancy that instead of mastering the sciences he discoursed upon, he had invented them.

Manners also re-act upon the mind that produces them, just as they themselves are re-acted upon by the dress in which they appear. It used to be a saying among the old-school gentlemen and ladies, that a courtly bow could not be made without a handsome stocking and slipper. Then there is a connection more sacred still between the manners and the affections. They act magically on the springs of feeling. They teach us love and hate, indifference and zeal. They are the ever-present sculpture-gallery. The spinal cord is a telegraphic wire with a hundred ends. But whoever imagines legitimate manners can be taken up and laid aside, put on and off, for the moment, has missed their deepest law. Doubtless there are artificial manners, but only in artificial persons. A French dancing-master, a Monsieur Turveydrop, can manufacture a deportment for you, and you can wear it, but not till your mind has condescended to the Turveydrop level, and then the deportment only faithfully indicates the character again. A noble and attractive every-day bearing comes of goodness, of sincerity, of refinement. And these are bred in years, not moments. The principle that rules your life is the sure posture-master. Sir Philip Sydney was the pattern to all England of a perfect gentleman, but then he was the hero that, on the field of Zutphen, pushed away the cup of cold water from his own fevered and parched lips, and held it out to the dying soldier at his side! If lofty sentiments habitually make their home in the heart, they will beget, not perhaps a factitious and finical drawing-room etiquette, but the breeding of a genuine and more royal gentility, to which no simple, no *young* heart will refuse its homage. Children are not educated till they catch the charm that makes a gentleman or lady. A coarse and slovenly teacher, a vulgar and boorish

presence, munching apples or chestnuts at recitations like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the firmament than his skull, like a circus clown, and dispensing American saliva like a Member of Congress, inflicts a wrong on the school-room for which no scientific attainments are an offset. An educator that despises the resources hid in his personal carriage, deserves, on the principle of Swedenborg's retributions, *similia similibus*, or "like deserves like," to be passed through a pandemonium of Congressional bullying.—*American Journal of Education and College Review*.

A CHAPTER ON MOTIVES.

"The proper study of mankind is man," says Pope, and there is, perhaps, no branch of this study more interesting and profitable than the study of the motives by which we are influenced.

The true merit of an action lies not alone in the deed; nor yet alone in the motive that prompted it, but in both. A writer of the present day has said, "If the motive is right, the action will be." But let us see: Where is the allowance here for indiscretion? and for the many instances in which, after pursuing an object with the best of motives, we find our course is wrong? Paul truly thought he was doing God service when persecuting the early Christians; but he never after pleaded justification on the ground of his good motives. The Hindoo mother commits her infant to the sacred waters of the Ganges, thinking thus to promote its highest happiness; and others more enlightened, with an equally good end in view, have, with their own too eager hands, crushed the very hopes themselves were building. While we see but in part, and know but in part, our actions will be right but in part.

While it is true that from right motives we may do what in itself is wrong, it is equally true that if we do right from wrong motives we have no merit. We are too apt to content ourselves with knowing a deed is commendable, without inquiring the motive that prompted it. I may be benevolent, and spread charities around me, sending joy to a thousand homes, and yet, if I do so only to be considered liberal, or for any other selfish reason, there is no merit in it. I may be kind and affable to those around me, while my object

is entirely selfish and wrong, perhaps such as I would hardly acknowledge to myself. I may exert every power to its utmost in a worthy cause, and yet the force that impels me onward be not the good that shall accrue, but the gratification of pride, or some still less worthy object. Such is the person who loves his country only while it bestows honor on himself; such is the author whose aim is aught lower than the instruction and happiness of his readers; and such the teacher who looks for his reward in any poorer form than the growth of his pupils in all that is good. True it is, that man must toil for his daily bread; but how pitiable his lot who toils for nothing more! True, each should provide for his own physical and intellectual wants, but how small a share of happiness has he whose efforts are bounded by the narrow circle of self! How small compared to his who seeks to supply his own wants, not merely that *they* may be gratified, but that he may be enabled to give pleasure to others; who cultivates his own intellectual and moral powers that his influence may be greater and better. The surest way to promote our own happiness is to seek the happiness of others. Let that be the object we seek, and our own happiness will follow, not as the crown of our efforts, but its invariable attendant.

Again: when our motives are commendable, our efforts untiring and well directed, the good results often do not follow. By examining closely, we shall often find the cause of this failure to be an unfavorable opinion others have received in regard to our motives. *Evil* is often *thought* where *good* only is, and next to being assured ourselves that we are actuated by right motives, it is important, necessary, to impress others with the same. Only let us feel that an individual is actuated by right and noble principles, and though we may disagree with him, we esteem him. We are ready to profit by his instructions, to receive his reproof as a kindness, or to render our assistance when it is needed. But once let us find a reason to distrust the same individual, in how different a light are all his actions viewed. Perhaps to none is it more necessary that a right impression be made on those around them than to teachers. Their success depends greatly on the power of their influence over their pupils, and this influence is increased or diminished according to the confidence parents and pupils repose in them. Let a parent feel that you are doing right for the sake of right, and you have that parent's co-operation. Let your pupils feel that your object is not a selfish one, but their improvement,

(not their indulgence), and they will love you, whatever you do. Then you may encourage them without making them vain; reprove them, and they will receive it as a kindness; restrict them, and they will be grateful for it. But deceive them once, or cause them once to distrust your motives, and your requirements become irksome, your best efforts often unavailing. Many, many a one has failed here, failed to inspire confidence in others, and watched in vain for success to attend his unwearied efforts.

Again: we are not only to guard our own motives, and the aspect in which they appear to others, but what care should be taken that only proper ones be presented to the consideration of others; that both in encouragement and warning, we cherish only the purest, noblest feelings of their natures. And how careful that among all our incentives to diligence or obedience, we place no unworthy object before their view. Alas, how often we thoughtlessly feed an ambition already too strong! how often appeal to their love of praise rather than their love of truth and right! And how often, in cultivating a commendable desire to excel, we nourish a spirit of rivalry that rejoices as much in the downfall of another as in its own success! Let us not think that we have to do only with the intellectual culture. The mental and moral training of youth are too closely entwined to be separated, though some would have it otherwise. We are imbuing their minds with the same principles that govern us, implanting in them whatever motives influence us. Thus, on the living mind, in the moral being we are leaving the record of our deeds,—the portrait of ourselves, not as we seem, but as we are.

M. J. C.

A CHAPTER OF MISTAKES.

"Take the next page for your lesson to-morrow, and if you do not recite it better than you have recited to-day's lesson, I will keep you after school."

This remark was addressed by a young teacher, a few days after commencing his first school, to two boys about fourteen years of age, who formed a class in geography; and in our view it was a most unfortunate one to make. If the lesson for the day had not been well learned, it should have been re-assigned. The teacher who, after an imperfect recitation, leaves it and assigns a new les-

son, even with an injunction to be better prepared to-morrow, will most likely find it necessary to repeat the injunction each day; but he who, as a condition of advancement, insists that the lesson already assigned shall be learned, and learned thoroughly, will soon not only find that there is an improvement in the recitations, but that the scholars are becoming more diligent and studious, and more deeply interested in all the exercises of the school.

Again, the threat to keep after school should not have been made. Threats of any kind are usually out of place in the school-room. Let it be understood that each scholar is to be held strictly responsible for his conduct, that he who does wrong must abide by the consequences, and that when offenses occur, the teacher will deal with them as in his judgment shall seem best,—let these things be understood, and if the teacher is consistent and judicious in his course, threats will never be needed.

The next day came and the lesson was not learned. Mr. D., for so we will call the teacher, spent the full time of the recitation in trying to make the boys, who had not devoted fifteen minutes to earnest study, blunder out such answers to the questions, as would justify him in disregarding his threat of the day before; but all in vain. The boys had not learned the lesson, and of course could not recite it.

Here was another mistake. When the teacher found that a proper effort had not been made to prepare the lesson, he should have stopped the recitation. It is a waste of time to try to help those who will not help themselves, and scholars should understand that the teacher so regards it.

"Stop and recite your lesson after school," was the word, as the boys passed to their seats.

We will not now discuss the general policy of detaining scholars after school to make up for deficient lessons, though we cannot refrain from expressing our decided opinion that the course is, at best, inexpedient.

Night came, and the rest of the school were dismissed. The two boys, who had not, since the time of recitation, looked at their lessons, were called out to recite, and of course failed.

"Look it over again," said Mr. D.

The boys made no reply, but an expression came over each countenance, which said plainer than words, "I will not do it."

Mr. D. observed it, and said, "You will not go home until you do learn the lesson, and I shall not whip you either."

This remark, too, was a mistake. No threat should be made, which the teacher is not perfectly sure he can execute. The learning of a lesson is dependent on the will of the scholar, and no teacher can be sure that he can control that, in the short time during which he may with propriety detain a scholar after school. If the scholar is stubborn, he can hold out as long as the teacher can, and he knows it. He knows, too, that the teacher is not keeping him after school, any more surely than he is keeping the teacher, and that however much the detention may annoy him, it annoys the teacher more. Hence a threat of this kind was particularly objectionable.

The remark "*and I shall not whip you either,*" was entirely uncalled for. Coming in such a connection, it was a threat of the most offensive kind, and one almost certain to excite still more a spirit of stubbornness and obstinacy in the boys. Like many others who have conscientious scruples against corporal—not corporeal—punishment, Mr. D. forgot that there may be things more injurious in their tendencies than the rod and the ferule.

But another mistake was soon made, for observing that the boys were not at work, Mr. D. said, "you may do as you please about studying your lesson. I can stay here as long as you can."

This not only showed that the teacher was nettled, and that it was a punishment to him to stop, but it at once changed the aspect of affairs, and reduced the controversy to a trial of the relative obstinacy and power of endurance of the parties.

It began to grow dusk,—for it was in December, when the days are very short,—and the boys, with an air which seemed to say, "Now we shall triumph," complained that it was too dark to study longer.

"We shall see about that," was the reply, and stepping to the door, Mr. D. asked a little girl who was passing, to bring him a couple of lamps, and some supper, from his boarding place.

The lamps were brought and lighted, and the teacher ate his supper with as much *apparent* relish as possible.

The boys, though forced to look on their books were as far from studying as ever, and the teacher tried to exhibit an interest he did not feel, in the perusal of one of Dickens's works. Seven o'clock passed by and eight o'clock came, yet the lesson was not learned. A knock was heard at the door. It was the mother of one of the boys.

"Is George here?" she asked. "Will you walk in?" said Mr. D.

"I wish to have George come directly home," was the reply.

"Have the kindness to walk in a moment, that I may explain the cause of his detention."

She accepted the invitation, the matter was fully explained, and when the narration was finished, Mr. D. added, "I think that he ought to stay till he learns the lesson; yet if you insist upon it, I shall recognize your right to demand that he be released from further detention at this time."

This was almost the only judicious thing which the teacher had said or done. Had he met the parent in a different spirit, an angry controversy, if nothing worse, would have ensued. As it was, the mother withdrew her request, and turning to her son, said, "I am very sorry, George, that you have been so naughty. Now do be a good boy, and get your lesson."

"I won't!" was the rude reply, given in such tones as to show too clearly the feelings the son had towards his mother.

Nine o'clock came, and the teacher and boys were again alone. The latter were beginning to be uneasy, and the former had harder work than ever to control his own feelings, yet the task was not done. At half-past nine the lesson was recited *tolerably* well, and Mr. D., worn out and exhausted, excused the boys.

Here was another mistake. The teacher was on the point of gaining the victory. Had he waited a few moments longer, he would have completely conquered; the lesson would have been *well learned*, and his previous mistakes might not have been productive of serious injury.

The boys left the school-room, knowing that the lesson had not been fully mastered, and, although in form the victory was the teacher's, in reality it was theirs. They did not fail to boast of this among their mates, and their boasts were believed.

We will only add, that although Mr. D. "kept the school out," he entirely failed to control and govern it.—*R. I. Schoolmaster.*

The nearest fixed star is Sirius, called the Dog-star, which is calculated to be 2,200,000,000,000 miles from the earth, or 27,000 times further off than the sun is. A ray of light from Sirius, traveling as fast as a cannon-ball at its greatest speed, will take 523,211 years to reach the earth.

SCHOOL GOVERNMENT.

Ability to govern a school well, seems almost a matter of intuition. There is nothing in which the practice of one teacher is of so little value to another as in this. A method which with one person may be in the highest degree successful, when adopted by another may result in total failure, and there is danger to the young teacher in following the advice and in attempting to carry out the systems of others, no matter how well the originators themselves have succeeded in them. Elements of character so modify any method of government, that unless two persons have the same constitution and temperament, they cannot both successfully follow the same plans. Many of our best Educators and best Disciplinarians have been stern and severe, but with this sternness and severity there have been combined some other traits of character, which have so softened and smoothed these asperities, that they have succeeded in gaining the esteem and affection of pupils, and yet, because they were loved and respected, it must not be supposed that we can adopt them as our models. Some teachers are familiar with pupils, join in their sports; but it would not do for every one to attempt this. Some have greater power than others in calling out the better and more kindly feelings.

Now, every one must understand himself, and let him not put on armor which is not suited to him. With these general remarks, we would venture one or two suggestions, which we think may be of some service to those to whom the authority of the school-room is new and strange. If you would govern easily, govern *well*. Nothing so hard, so unsatisfactory, so vexatious, as *half-government*. Let your pupils learn your character and the character of the obedience you expect, in the first requisition you make upon them. Let this be some simple thing which you can most easily enforce (provided you can enforce anything), and still, let it be something which will demand their frequent attention. It may be "that every one should sit erect and still, the moment before recess is given or school dismissed," or it may be "that every pupil should be at work by a given time." Whatever it be, see that it is done. Obtain obedience in the best way you can, but be sure you *have it in this one thing* before you attempt to exact it in anything else. It is useless for you to suppose that you can en-

force obedience in forty particulars, many of which you have little opportunity to observe, if you cannot secure it in a *single* one. The kind of obedience which you admit at first, will be to the scholars the type of what you expect from them afterwards. See to it then that this first step is right. Now is the time to save yourself from the care, anxiety, and vexation of a poorly governed school. Let the after-steps in your discipline be progressive, first taking those which are most easily enforced, and then proceeding to those more difficult. Your trouble will be in the first few, and by the time you get to that most awful bugbear in school discipline of which so much is said and written, "whispering," you will find that your pupils are ready to obey you in this as well as in other respects. I would not be understood to say, that *all* whispering would be prevented. No teacher can say of his school, "my scholars never whisper." He does not know. *He* may not see them. *They* are the only ones who can answer this question truly. Nothing but a high moral standard, which it should be the tendency of all government to produce, will ensure exact obedience, in this particular where disobedience without possibility of detection is so easy, but there will be no whispering which will meet the teacher's eye. All will recognize the necessity for obedience, and it will not be admitted as a practice in which the better class of your pupils may allow themselves to indulge. If whispering is not wholly banished from the school-room, it will be under ban, and all will feel that it is a fault which none but those who are evilly disposed can commit. There must be a slyness about it which will mark it as mean. When this is the case, it will not trouble you, for there are few scholars in our schools who are disobedient from positive desire and intention to do wrong; they only lack the positive desire to do right; and there are few who, knowing what you desire and seeing that you regard your own rules, will persist in disobedience.

The use of water impregnated with lime and other mineral substances, in the opinion of all medical men, is one of the chief exciting causes of many diseases incident to the varied climate of this country.

MR. WEBSTER'S HABITS OF REFLECTION AND STUDY.

Among the most able and finished addresses in honor of the memory of Mr. Webster, is one delivered by Mr. Whipple, of Providence.

As an example of Mr. Webster's practice of study and quickness of comprehension, he tells the following anecdote:

I had direction from a client, in 1818 or 1819, to consult him upon a case of some importance; a case in which were presented numerous cross questions of law and equity, so ensnarled and entangled, that it required days and weeks of hard labor to discover a channel way over its shoals and amid its rocks. I called on Mr. Webster on the evening of my arrival in Boston, and stated the case. He saw its difficulties, and observed that the early morning was the period for such a labor, and requested me to meet him in his study at an early hour, which I accordingly did. Before the hour of dinner, he had threaded all the avenues and cross paths of the labyrinth, and he gave an opinion so clear and so comprehensive, that at the dinner table I was induced to ask him what had been his system of mental culture. He gave me an outline and the reasons in support of it. It was this: That so far as training was concerned, the system which experience had shown to be most conducive to physical, was equally conducive to mental power; that the training in both cases should be the same; that it was a law of our nature, that the body or the mind that labored constantly, must necessarily labor moderately. He instanced the race-horse, which, by occasional efforts in which all its power is exerted, followed by periods of entire rest, would in time add very largely to its speed; and the great walkers or runners of our own race who, from small beginnings, when fifteen or twenty miles a day fatigued them, would in the end walk off fifty miles at the rate of five or six miles an hour. I think that he also mentioned the London porter, who at first staggering under a load of 150 or 200 pounds, would in time walk off with six or eight hundred pounds with apparent ease. The same law governs the mind.—When employed at all, all its powers should be exerted to its utmost. Its fatigue should be followed by its entire rest. He stated that he was generally in his study at five in the morning; that whenever mental occupation employed him, he put forth

all his power, and when his mental vision began to be obscure, he ceased entirely and resorted to some amusement or light business as a relaxation. I remember distinctly his quotation from Chesterfield: "Do one thing at a time; and whatever is worth doing at all, is worth doing well."

I cannot remember the language, but merely his general views. His views of mental culture led me to some thought and reflection, which ended in the entire conviction, that the great object in view was mental power, and not mental acquisition alone. The greatest readers are seldom the most profound thinkers. The mechanics with the greatest variety of tools are not always the best workmen. Books, as Bacon observes, are but helps to the mind. Eloquence such as Hamilton's, Henry's, Dexter's and Webster's, or Shakspeare's and Demosthenes', rarely proceeds from men of great learning. It is intense thinking, the slow and painful process of concentrating all the powers upon a given subject, that lies at the foundation of eloquence. Mr. Webster was an eminent instance. I was at Washington during the debate in the Senate principally by Hayne and Webster, but my professional engagements deprived me of the pleasure of listening to it. After the delivery of the speech of Mr. Webster, many, if not all the members at our table, among many other laudatory remarks, commended it for the novelty of its views of the Constitution. When I came to the reading of the printed speech I recognized what I had seen or heard before, and finally traced the source of these impressions back to Mr. Webster himself.

In a long walk on Rhode Island, in the year 1822, he propounded to me for my opinion, a number of supposed cases of conflict between the Federal and State Governments. I replied that they were questions of entire novelty which I had never thought of. He went on to give his views, which he did somewhat at large. From that day up to the reading of his great argument I had not bestowed a thought upon them. The first opportunity I had, I asked Mr. Webster if he recollected our walk upon Rhode Island. He said, perfectly well, and he also said that he had occupied a large portion of his leisure hours upon the Constitution of the United States, and that probably no question could well arise between the power of the *States* and that of the *United States*, which he was not as ready to discuss as he ever could be. Mr. Justice Story, to whom I mentioned the circumstance, also stated that to his certain knowledge, Mr. Webster required little

or no preparation for questions of that character; that he had thought deeply and intensely on the subject for years, and was, therefore, prepared at any time and upon any occasion. I hope I may be pardoned for this episode.

* * * * I have been with him more than once when the Colossus who approached nearer to him than any of the great men I have seen with him, was present. By this you will understand that I refer to Mr. Calhoun. I have been with him when lawyers and orators, book-makers and book-readers, and now and then a man of science were present. I have also been alone with him on the banks of the trout brook, and on the rocks of the ocean coast, and I do not remember that I ever parted with him without an increased admiration of his mind. He not only brought more than his share of wisdom and learning to every intellectual banquet, but more also of humor. His very presence elevated our conception of the dignity of man;

"A combination and a form indeed,
Where every god did seem to set his seal,
To give the world assurance of a man."

At times he has also transported my mind to the belief in the entire truth of the beautiful remark of Bolingbroke: "Socrates entered a prison with the same countenance with which he subdued the thirty tyrants. For how could it be a prison while Socrates was there?"—*Massachusetts Teacher*.

INCENTIVES TO MENTAL CULTURE.

EXTRACT FROM AN ADDRESS BY J. D. BUTLER.

A teacher may find an incentive to make the most of *himself intellectually* in the present position and claims of his calling.

How far is the corps of educators now, from that in the old Roman empire, when common schools were unthought of, or contemned, when private tutors, as well as physicians, were slaves, and when Tacitus could find no stronger phrase to mark the obscurity of a certain informer, than saying that he had once taught a school. What a remove are we from those dark ages, in which writing was styled the clerical art,—*ars clericalis*; as if chirography had been invented solely for the benefit of the clergy.

Our teachers have a better lot than the Scotch had, when

Chalmers was not counted worthy to eat with the children of the family in which he taught; or than the English have, if we may infer any thing from the solicitude most British biographers of Milton betray, to prove that that peerless poet could not have been guilty of keeping a school.* I need not say that all our teachers are in a paradise, compared with the English governesses, who are outcasts from the ranks of both servants and masters, and run a gauntlet between them, buffeted by both; as the unhappy flying fish, an outcast from the heaven above and the ocean beneath, is the prey of dolphins in the water, or, if escaping their jaws, by darting into the air, becomes the victim of cormorants. How far is the teacher's post in America better than in Austria, where it is required, so to vaccinate children with knowledge, that they will never take much of it; or in those Italian despotisms, where when a forgery occurs, the priest says to the peasant, "All this comes of learning to write; I pray you avoid that black art."

But while the American teacher blesses himself that he lives in the nineteenth, and not in the former century, and here, not elsewhere, let him remember that his vocation, just because it now opens to him new joys and hopes, lays upon him new cares and burdens. The name *grammar* school (which once signified an academy) indicates that grammar was once deemed too high a branch for the children of the masses to meddle with; the town records of the last century show that it seems to have then been no disgrace for a public officer to spell more words wrong than right; and the school in the town where I reside, when Dr. Bowditch attended it, about seventy years ago, had in it but one book, and that a dictionary, out of which the pupils were daily taught to spell in chorus, never failing to close with the longest word in the vocabulary, namely, that endecasyllabic tongue-trier, *Honorificabilitudinitas*. No teacher is in danger of thinking, that those who bore the torch of learning in the days of such ignorance, had the motives to self-improvement which he has, but many teachers may be in danger of not seeing how much they must still teach to themselves, that they may liquidate the debt due their calling. I am far indeed from supposing, that the master will not keep in advance of his scholars, however many new studies may be thrust,

*"All his biographers are unwilling that Milton should be degraded to a schoolmaster; but since it cannot be denied that he taught boys, one finds out that he taught for nothing, and another that his only motive was zeal for the propagation of learning and virtue," &c., &c.—JOHNSON.

as by hydrostatic pressure, into the course of his pupils. I have more fears that his curriculum will become to him commonplace, so that he will put his students through their studies, somewhat as transportation companies put through emigrants on the canal, and will himself beat and beat the beaten track, as listlessly as a hungry man would chew water, or go through all the manipulation of a Barmecides' feast, while all the knives and forks, plates and platters, were foodless and empty. Accordingly he must contemplate the simple things he teaches, from new stand-points, or in their higher relations. Nothing short of thus seeking the fountain-head and root, can impart perpetual verdure and bloom to those flowers of knowledge, which are all that his disciples can as yet appreciate.

In addition to quickening his own interest in his occupation, a teacher must study, that he may have a treasure in *reserve*, from which he can bring forth things new and old. If he has no such treasure, can he answer without evasion or delay, the questions of an inquisitive class? Needs he not to know much, not in class-books, that he may be able to supply their deficiencies, or heighten their adaptation to special cases and individual minds? If, as soon as some roguish urchin artfully throws him off the track, his train sticks fast as in the sand, will not all children, who know their right hand from their left, feel that his is a mechanical and not a resourceful mind? Children are not such fools as we think them. They can judge of what they cannot execute, as they can tell whether a shoe pinches, and where it pinches, though they cannot make a shoe. They judge what fills the vase, by the drops which run over; they understand, though perhaps they have never heard them, such maxims as—"Wanting in the least, wanting in much;" *Falsum in uno, Falsum in omnibus*.

On the other hand, a teacher of genuine culture, *totus teres atque rotundus*,—*factus ad unguem*, will by no means be, in his school, as a flower blushing unseen in the desert, or a gem in an unfathomed ocean-cave. His industry, enthusiasm, and still-baffled but still-renewed endeavor, will waken responsive echoes in his pupils, though his circle be broader than theirs. Contagious virtue will go out of him.

Then he will be ever before them, as a cluster of Eshcol,—ripe, purple, gushing,—alluring them towards the land of learning, whence it came. Here was the secret of Arnold's success. He made scholars because *he* was a scholar. His tones, gestures,

words, pronunciation, casual sayings, and classic taste, insensibly permeated and leavened the whole lump. The truth is, that whatever is set on a high place flows downward; as Pliny's doves in the Roman Capitol have been the pattern for numberless modern mosaics; as the East Room at Washington affords a model for parlors from Maine to Oregon; and as Shakspeare's diction enriches the speech of legions, who never read one line of his writings. This re-action of a teacher's scholarship upon his scholars must indeed be, to a great extent, indirect, and through eyes which catch in an instant what the ear cannot learn in an hour. But without forgetting that the minds of children are vials with narrow necks, the master, who is thoroughly imbued with knowledge, will soon discover, that they are able to receive more than he, if less assiduous as a student, would have been able to impart; while those he teaches will feel that he is a tree, whose branches would not bend so lowly within their reach, if not heavily laden with fruit.

"THEN WE WILL FIGHT IN THE SHADE."

From the East, the Persian army came in pomp, in power and pride,
Legions rallied round his banner, o'er the earth which floated wide,
 Mighty nations bowed before him humbly as the cringing slave,
 For they feared his power whose fetters they believed could bind the wave—
 Swept they on in pride—those millions of the fierce invading foe,
 Yet a few brave hearts were waiting but the hour to strike the blow
 Which should overwhelm those legions, and their haughty leaders foil,
 Thus redeeming from oppression Sparta's sons and Sparta's soil—
 Great the marvel when the Persians saw that little band of braves,
 Who preferred to *die as freemen*, rather than to *live as slaves*,
 And their leader thus demanded—"will you dare my power defy,
 "When you see those thronging millions darken earth and cloud the sky?"
 Was it not a noble answer, which that Spartan hero made?—
 "Though your arrows hide our sunlight, we will fight you in the shade."
 Well it might be 'graved in marble—*better far in human hearts*—
 Fraught to us with deepest meaning is the lesson it imparts.

Student, from those mystic pages
 Turning with bewildered brow,
 All thy future hangs suspended
 On the moments passing now.
 Turn again, with will unending
 Yet a few more efforts made,

Thine shall be the triumph given
Those who "struggle in the shade"—

Teacher, have thine arms grown weary
Toiling in a garden, where
Thou canst only weeds discover
For the flowrets planted there?
Yet despair not—for thy labor
Shall a harvest rich atone,
And a plant shall spring in beauty
For each seed in darkness sown.

Statesman, with an eye prophetic,
Dost thou scan the Future's page?
Does it tell of sterner struggles
Than e'en now thy powers engage?
Bravely gird thee for the conflict,
Earth and Hell thou may'st defy,
Only be the *Truth* thy breast-plate,
And the *Right* thy battle-cry.

Brother, midst the dead and dying
Strewed upon Life's battle-plain,
Not one moment must thou linger,
E'en to weep above the slain.
Shrink not, though the foe be countless
As the sands beside the sea—
Though awhile they seem to darken
All the light of heaven from thee.
Struggle on amid the darkness
With a hopeful breast and brave,
Every blow thy arm inflicteth,
Sends a foeman to his grave.

Christian, is thy life a warfare?
Are there foes on every hand?
Fear thou not, nor be discouraged,
Thou canst all "their darts withstand."
Soon shall come thy hour of triumph,
Angels then a wreath shall braid,
For his brow, who hostile legion
Conquers, "fighting in the shade."

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For the Indiana School Journal.

PRACTICAL ELOCUTION.

NO. I.

The question is frequently asked, "Why are there so few good readers and correct speakers among those who have acquired a reputable education? In most of our primary schools there is more time devoted to what is denominated "Reading," than to any other department of learning; yet, not more than one in twenty is a *tolerable* reader; not more than one in a hundred is an *elegant* reader, and not one in a thousand understands the *Science of Elocution*. This is, no doubt, the result of bad instruction.

With most teachers, reading was understood to consist in "pronouncing words and minding stops," and when a pupil could do that rapidly, he was excused from reading exercises. When he went to the academy or boarding school he was not required to waste his time on a department of learning already mastered; and so in college—monthly declamations, with a few passing remarks on the pronunciation of words, was all the instruction there received on the *Science of Elocution*, and none on the *Art*. Is it an occasion of surprise, then, that so few can read reputably? Nay, verily, it is rather strange that there are so many. No one questions that the ability to read well aloud is a graceful and very desirable accomplishment—one that in the family, and in the various departments of social life, is a source of enjoyment of the highest order. Yet, few have ever conceived that *Science* well applied by the skillful artist, was the basis of a good elocution. It may, therefore, be fairly inferred that this defect has arisen from an incorrect appreciation of this subject by teachers, and a lamentable ignorance on their part of even the rudiments of those scientific principles requisite to constitute a correct speaker, or an elegant reader, much more a skillful teacher. In most of our academies, seminaries, and colleges, the subject, even now, receives but a passing notice, much less are instructions given in the *Science*, and those principles artistically applied. It is, perhaps, in the pulpit that we find this defect in elocution most apparent. There it is least excusable, for the very reason that there may be brought into requisition, with greatest efficiency and success, those principles which, when well applied, give pleasure to the ear, arouse the finer feelings of our nature, and inspire the soul to holy life, and to noble action. No doubt much of the *desired* good is lost, or has but little effect, from the lifeless and bungling manner in which the thoughts are presented; and who has not had his soul pained by the miserable readings of some of those sublime passages, given us by God himself? To give vitality to language, to arouse thought, to delight the ear with melody, and to "present the whole in an appropriate and varied style," is an acquisition of inestimable value, and of immense potency, when properly used. Yet, such a power has every good elocutionist.

If such a reform is brought about on this subject, it must commence in our primary schools, and be continued through all the successive grades of pupilage. It is not a work of "Twelve Lessons Made Easy," nor "without a

master." The teacher must be a workman, if his work is to be made reputable—well finished.

At the basis of the whole matter lie two fundamental elements absolutely requisite before one can either teach correctly or successfully, viz.: a correct knowledge of the elementary sounds of our language, either alone or in combination, and a perfect control of the organs of the human voice, under a high degree of cultivation. Without these, one may toil in vain for the desired object.

The first is soon learned; the second requires years of hard labor on the part of teacher and pupil to acquire thoroughly. No teacher of character *now* pretends to teach reading until the pupil understands well the elementary sounds of our language, and their enunciation, singly and in combination, form the best exercises for vocal culture.

Among the subjects introduced into our schools, there is none other that will, when properly presented by the teacher, admit of a greater and more pleasing variety of exercises than elocution. There is none other that will call into healthful use so many organs of the body at once, tend so effectually to secure the attention, arouse the energies, and cultivate the judgment. Who does not feel pleased when he listens to the sweet strains of the flute when made by a musician of skill and taste? Yet, no instrument has half the power and wonderful influence of the human voice well tuned.

To know how to *apply* that power, how to *cultivate* that voice, is the work that should be performed by every teacher who attempts to teach reading. But can a man train others until he has himself been trained? We answer, not well. But he may train himself, in the absence of other facilities, so, at least, to do better than he could before. Let him study the best authors, practice what he reads, as well as he can, and consult those who have made some proficiency in the science. It is an occasion of congratulation that the importance of the subject is beginning to be seen by our best teachers, and that they are taking measures to remedy it as fast as possible. Reading, taught scientifically, is now to be found in most of our Union Schools, and some others find it so imperatively demanded, that instructors are secured for this department. Every one knows, if he has heard good reading, that it does not consist in calling words, nor in "formidable sounds and furious declamation." Like the human body, there must be a soul in it to give it vitality. As in music, that soul is given to the performance by the performer entering into the spirit, and applying correctly all the scientific principles that the case requires.

It will be my object to present, in subsequent numbers, a synopsis of the fundamental elements of the science of elocution, and to detail the methods of their successful application and use in the school-room.

Richmond, Ind.

J. HURTY.

For the Indiana School Journal.

NO YOUNG HEART WITHOUT ITS GERM OF KINDNESS.

The following case occurred during my experience as an instructor in a distant part of the country. The morning for commencing a school in a strange place arrived. ALL were boisterous and noisy; but, ONE among them, a boy of fourteen, whose very countenance seemed to have been moulded under the influence of unholy passions, was the most truly disgusting candidate for education and the teacher's favor that I had ever seen. The teacher noticed his almost fiendish propensities for mischief and roguery, and, with sad and fearful heart, inquired his name and circumstances. The result of his inquiry was that he was the neglected son of drunken parents, a trouble and terror to every teacher, notorious throughout the whole town as having been once in jail for stealing money from a merchant's drawer; and that he most probably had come to make trouble in the school about to be commenced. Indeed, he began his career by choosing his seat upon the girls' side of the house, and asserting, in the hearing of the teacher, that all the schoolmasters this side of a place not heaven, could not move him.

The Teacher learned, among other things, that he was really courageous and hated a coward; and that he was willing, at times, to oblige his schoolmates.

He accordingly addressed him kindly as follows: "David, our school-house bell is out of order, and we want some scholar who is not afraid, and is something of a mechanic, to climb up in the belfry and fix it. Will you go?" "Yes, sir," said David, and he went up promptly, and after thoroughly putting it in order, came down with a smile of satisfaction, saying, "I have fixed it, sir." "Thank you," said the teacher. The bell was rung; school was organized. David, without a word or look from the teacher, had quietly removed his books and taken a seat among the boys. At the very first, when some trusty boy was wanted for any little office in school, David was selected; and he proved himself worthy of such confidence. Days passed on, and David needed no reprimand. Every pupil was surprised; parents were surprised; David himself was surprised that he was, for the first time, a friend to a "schoolmaster." Time wore away, and David, under the influence of genial treatment, became as eminent as a scholar, as a dutiful, upright boy, as he had ever before been notorious for being the very reverse; and in little more than a year he was taken as a clerk into the very store from which he stole; two years ago the writer heard of him in the same situation and a member of a church.

I have used this instance to illustrate the remark that if a youth be known to possess ONE good trait, his whole heart may be unlocked by it as with a key. David loved the exhibition of manly courage. The abuse of this quality made him a complete bully among his schoolmates; but the teacher caused him to experience pleasure from his exercises.

He, also, possessed a wish to oblige, when respectfully asked to do so. The teacher made him feel that he could render great service to himself and the school.

Here is one great means of success: to impress each pupil with the truth that he IS or CAN BE of USE, of VALUE to the whole. Let the scholar be kindly taught to realize, that the school to which he belongs is a miniature community, a sort of model commonwealth, and that he will be loved and respected, and his influence for good felt, just in proportion to the faithfulness with which he discharges the every-day duties that spring from such a relation. To bring about such a happy state of feeling, it is true that it will take time: and the teacher who undertakes to accomplish such an end, must love his profession, have the proper natural qualifications, and possess a manner of address and fund of language adapted to the ear, the eye, and the taste of children and youth.

What I have now advanced, however, is but introductory to the treatment of the subject, under various heads, in the future numbers of this paper.

G. A. C.

Greencastle, Jan. 25.

INHABITABILITY OF THE MOON.

"Sir John Herschel thinks that there are traces of a faint atmosphere in the lunar valleys and on its lower plains. Baer and Maedler, who have literally identified their names with selenography, by their patient and close watching of the physical appearances of the terrestrial satellite, are of opinion that it has an aerial envelope proportioned to the smallness of its mass. Schroeter states that he can discern twilight on its surface at the extremities of its cusps, when in its crescent, and he limits the height of the aerial stratum to a third of a mile, which is considerably less than the altitude of the greater part of its mountains. This closely agrees with Sir John Herschel's idea of a little air settling as a sort of gaseous sea into the hollows and channels of the Moon, in the place of water, and quite accounts for the extreme difficulty that is experienced in detecting it by optical phenomena. If Encke is right in filling otherwise void space with some resisting etherial medium, and if the zodiacal light is substantial, it is not possible that the Moon should have done otherwise than gather some of the ponderable material as a vaporous garment round its attractive mass. A recent discovery of Professor Hansen's, noticed by Professor Baden Powell, suggests how cautious men of science should be in coming even to negative conclusions on first appearances. In studying the inequalities of the moon's movements, in connection with the theory of gravitation, this careful investigator has found cause to suspect that the centre of gravity of the Moon is further than the centre of its figure from the Earth; in other words, that the side of the Moon towards the Earth is raised into a table-land, twenty-nine miles higher above the centre of gravity than the opposite hemisphere is. This at once explains the probable mechanism by which the same side of the Moon is steadily retained looking earthwards. But it at the same time renders it possible that there may be a deep ocean and a collection of dense air on the other side of the lunar sphere,

where they can never be contemplated by terrestrial eyes. It is manifest that if such a distribution of solid material has really been made in the Moon, as Professor Hansen describes, water and air would have run down to that lower side, and filled up its twenty-nine miles of comparative depression, before they began to make their appearance on the nearer surface. If these calculations and views be correct, the Moon, instead of being uninhabited, may possibly be half in barren desolation, and half luxuriant and life-covered, its desolate hemisphere looking unvaryingly towards the earth, and its peopled one directed towards skies, out of which the terrestrial face never shines.—*Edinburgh Review*.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

PROBLEMS.

PROBLEM BY THE EDITOR.

No. 7. Two men, A. and B., hire a horse and carriage for \$7, to go from Providence to Boston and back, the distance between the cities being 42 miles. At Attleboro', 12 miles from Providence, they took in C., agreeing to take him to Boston and back to Attleboro' for his proportionate share of the expense. At Walpole, 24 miles from Providence, they took in D., agreeing to take him to Boston and back to Walpole for his proportionate share of the expense. What ought each person to pay?

PROBLEM BY THE EDITOR.

No. 8. From 10 acres, 2 roods, 26 perches, 1 foot, and 40 inches, subtract 6 acres, 3 roods, 38 perches, 30 yards, 2 feet, and 30 inches.

PROBLEM BY THE EDITOR.

No. 9. Find a number which being divided any way into two unequal parts, the greater part added to the square of the less, shall be equal to the less part added to the square of the greater.

POET ROGERS.

The steamer *Arago* brings intelligence of the death of the poet Rogers, whose "Pleasures of Memory" is well known as one of the most beautiful and finished poems in the language. He died at the advanced age of ninety-six. His ample wealth has been freely given to encourage and assist young authors struggling under pecuniary embarrassments. His works were published under his own directions, the illustrations being designed with exquisite taste, and executed with a skill which we have never seen equaled.

EDITORIAL MISCELLANY.

THE JOURNAL.

We are receiving very encouraging letters in respect to the Journal. The necessity and the advantage of the work is recognized and its success is predicted. To all such we say, gentlemen give us your assistance. See the Teachers and friends of Education in your vicinity, and interest them in the success of the Hoosier Journal. We see that the circulation of the Ohio Teacher is nearly twenty-five hundred. It started, we believe, with a smaller number than our own. Its good effect upon the educational interests of the State is universally acknowledged, and, brother Teachers, we confidently expect your co-operation in respect to the Indiana Journal. In addition to *material* aid, give us information in respect to your schools. Let us know what progress you are making. What are the signs of the times? We should like to be able to present to our readers the true condition of education in all parts of our State. Especially we desire to note indications of the progress which the cause is making, and of the increase of interest among the people.

We shall send to our subscribers, with this second number, bills for the first volume. If any receive bills who do not desire the Journal, please return the number. Our terms are *Cash*. It is the only way in which such a work can succeed. Remit to the Resident Editor, Indianapolis, Ind.

SEMI-ANNUAL MEETING.

At the meeting of Teachers at Madison, it was voted to hold a Semi-Annual Meeting at Lafayette, commencing the second Wednesday of August. It appeared to be the general desire of the Convention that the Annual or Winter Session should be held at Indianapolis, as being the most central and easy of access from all parts of the State. At the same time, the influence of these meetings in awakening interest in education and in encouraging teachers, makes it desirable that they should be held at other places also. We hope to hear soon of the organization of County Associations. These will reach the great body of teachers much more effectually than the State Association can; but in the absence of these it seems particularly desirable that the latter should meet oftener than once a year. Let there be a good gathering then of the Teachers in response to the cordial invitation extended to them from Lafayette. We shall announce the arrangements made by the Executive Committee for Lectures and Reports as soon as they are furnished us.

SCHOOL LIBRARIES.

We shall give in our next number some very important and interesting facts in regard to these Libraries. Many have been skeptical in regard to their utility, but these facts will convince the most faithless that they are doing a great and good work for us, surpassing even what their most sanguine advocates expected from them.

OCEAN CURRENTS AND WINDS.

An ocean current sweeps past the mouth of the Amazon into the Caribbean Sea, and makes that river discharge there. This current runs thence through the Yucatan pass; rushes by the Balize, and, dashing along at the rate of four miles the hour, whirls through the Straits of Florida, and enters the Atlantic Ocean in the shape of the benignant Gulf Stream, which tempers with its warmth the climate of Europe, and bears along thence the surplus produce that is delivered to it from this magnificent system of rivers and river basins. On the other side, this intertropical sea is separated by a narrow strip of land from the Pacific Ocean, across which a good thoroughfare is required, in order to place this cornucopia of the world practically and commercially where it is geographically, viz.: midway between Europe and Asia.

From this proposed opening, the trade-winds of the Pacific blow from the eastward to the westward, and extend entirely across that ocean. They blow with wonderful regularity, steadiness, and constancy. In "running down the trades," the mariner enjoys the most beautiful navigation. Without care for his safety, he sails before them day by day, for weeks together, never once touching a brace or handling a sail. In them the sea is always smooth, the weather fine, and the climate delicious. Gales of wind are unknown, and life there becomes so delightful to the sailor, that, with nothing to do, he congratulates himself in mere wantonness with the remark that "it is well all parts of the sea had not been so, else his mother would have been a sailor."

The trade-winds embrace a belt of ocean about fifty degrees of latitude in breadth, extending from twenty-five or thirty degrees north, to twenty-five or thirty degrees south. An ordinary sailer in running them down, will average, day after day, two hundred miles. She counts upon them with as much certainty as the flatboat-man counts upon the downward current of the Mississippi River. To the north of the equator they blow from the north-east; to the south of it they blow from the south-east. From these winds the Pacific takes its name. The "keels," "broad-horns," and rafts which come down the Mississippi, might navigate the trade-wind region—opposite the middle of which is the Caribbean Sea—with as much safety

as they can descend the river. Open boats, yawls, have been known to sail thousands of miles before them across that ocean. So smooth and exempt from storms is it where these winds prevail, that much of the coasting trade of Peru is carried on by "catamarans," or "balsas." These "balsas" are nothing more than a few light logs thrown together; in other words, they are a Mississippi raft, with a pole stuck down between two of the logs, to which a sail is tied. Piling their produce in sacks or bales on these logs, the Peruvians stand boldly out to sea, and perform sea voyages of considerable duration.

It is not over-drawing the picture to add, that, with a ship canal across the Isthmus, the raft which comes down the Mississippi river, or the boat for navigating the Illinois canal might, on arriving at New Orleans, and not finding a market there, stick up a pole for a mast, and, setting sail, go to the Sandwich Islands or Manilla, and perhaps to China. Getting through the Gulf to the Canal across the Isthmus would be the most difficult and dangerous part of the voyage.—*Living Age*.

TROPICAL FAUNAS.

The tropical faunas are distinguished, on all the continents, by the immense variety of animals which they comprise, not less than by the brilliancy of their dress. All the principal types of animals are represented, and all contain numerous genera and species. We need only refer to the tribe of humming-birds, which numbers not less than 300 species. It is very important to notice that here are concentrated the most perfect, as well as the oddest, types of all the classes of the Animal Kingdom. The tropical region is the only one occupied by the Quadrumana, the herbivorous bats, the great pachydermata, such as the elephant, the hippopotamus, and the tapir, and the whole family of the Edentata. Here, also, are found the largest of the cat tribe, the lion and tiger. Among the Birds we may mention the parrots and toucans, as essentially tropical; among the Reptiles, the largest crocodiles, and gigantic tortoises; and finally, among the articulated animals, an immense variety of the most beautiful insects. The marine animals, as a whole, are equally superior to those of other regions; the seas teem with crustaceans and numerous cephalopods, together with an infinite variety of gasteropods and acephala. The Echinoderms there attain a magnitude and variety elsewhere unknown; and lastly, the Polyps there display an activity of which the other zones present no example. Whole groups of islands are surrounded with coral reefs formed by those little animals.

The variety of the tropical fauna is further enriched by the circumstance that each continent furnishes new and peculiar forms. Sometimes whole types are limited to one continent, as the sloth, the toucans, and the humming-birds to America, the giraffe and hippopotamus to Africa; and again, animals of the same group have different characteristics, according as they are found on different continents. Thus, the monkeys of America have flat and widely sepa-

rated nostrils, thirty-six teeth, and generally a long, prehensile tail. The monkeys of the Old World, on the contrary, have nostrils close together, only thirty-two teeth, and not one of them has a prehensile tail.

But these differences, however important they may appear at first glance, are subordinate to more important characters, which establish a certain general affinity between all the faunas of the tropics. Such, for example, is the fact that the quadrumana are limited, on all the continents, to the warmest regions; and never, or but rarely, penetrate into the temperate zone. This limitation is a natural consequence of the distribution of the palms; for as these trees, which constitute the ruling feature of the flora of the tropics, furnish, to a great extent, the food of the monkeys on both continents, we have only to trace the limits of the palms, to have a pretty accurate indication of the extent of the tropical faunas on all three continents.—*Agassiz*.

BOOK NOTICES.

BROCKLEBY'S METEOROLOGY—We recommend for use in schools as an interesting and instructive work on one department of Natural Philosophy, "Brockleby's Meteorology." We have used it for two or three years, and as the best and only true test of a school-book is the school-room, we speak confidently of its merits. The Author is Professor of Natural Philosophy in Trinity College, Hartford, Conn., and the book is used as one of the College Text Books. Many of the phenomena of which it treats come within the daily observation. This fact imparts to the study a life and interest which philosophical studies do not have for a large proportion of our pupils. The first part of the work treats of Winds and Rains, Fogs, Dews, Clouds, Frost, and Hail, and all the various aerial and aqueous phenomena. It is associated also with Physical Geography, and by giving interesting facts and geographical data, relieves the study from the dullness of mere abstract theory. The last half of the work, which may be better used perhaps by more advanced pupils, treats of Electrical, Optical, and Luminous Phenomena. The whole is finely arranged for a school book, and we believe that the first part presents that portion of Natural Philosophy which is most interesting and best adapted to beginners in that study.

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THE TEACHER.

Every profession has its quacks, as well as its true men; and in no profession is the former class more abundant, than in that of the teacher.

Truth and error, wisdom and folly, light and darkness, good and evil are strangely commingled in the character of those, who make up the army pedagogical. Hundreds there are, aye, thousands, who, in haste to seize "a sceptre and a throne," leave the old, up-hill, stage-coach road to eminence, and take passage on some graded, scientific railway. Along its line is stretched an educational telegraph. An occasional "dispatch" suffices—their education is complete, their studies "finished." And now, the destined goal attained, behold one of these literary monstrosities, as he dons the robes professional, and sways a beechen sceptre over half a hundred subjects. With eager eyes these wondering juveniles look to him for food; and what think you does he bestow? A mental feast of something "nice and savory?" No, nothing like it. But instead, he crams them with a mangled mass of musty "Grammar Rules" which they can scarcely swallow. A mental nausea is produced, and now our petty tyrant turns physician. He calls in his wandering wits and prescribes a "change of diet." What now? Something new and fresh, and piping hot, all steaming with a healthful mental stimulus? No, no—such delectable feasts are not for them. Their new regimen consists of cold, dry, withered, frozen, tasteless, *hard* Arithmetical "Rules and Tables." (These *tables*, to the inexperienced tyro, seem facsimiles of those flinty tablets "delivered to Moses.") The husky dish is unmoistened by the milk of human kindness—no spice, no

salt, no sugar, no *anything* to render it palatable or even digestible. Yet parrot-lips partake the crusty feast, and the "Master" looks satisfied. So, day after day, the operation is repeated until he has around him a company of confirmed dyspeptics. And though he still spreads out the *rich* repast, it now remains untasted while looks of discontent are turned reproachfully on him. His pupils crave some unknown good, and at times they grow fiercely clamorous. The tyrant is dismayed, and trembles for his "tottering throne." He gazes on the ruin his quackery has wrought, and casts about him for a remedy. But, poor man! His efforts are unavailing. He thinks "the visual line that girds him round, the world's extreme." The little realm in which he reigns is his universe. If indeed his thoughts do ever reach beyond the beaten track of his tread-mill circuit, he sees no verdant fields, no broad, far-stretching plains where flowers bloom and diamonds glitter. He hears not the music of its gushing fountains, nor looks on truth's bright waters flashing in the sunbeams. All, all, is dim and shadowy. If indeed an outer world exist at all, it is not worth the labor of exploration, and he folds his arms in indolent repose. But by an inadvertent turning of his languid eyes, he looks once more upon the sickly draws around him, and, strange as it may appear, the sight appalls him. He grows desperate. He declares that a *shell* encases them which he can never penetrate—it must be beaten off. Then with a zeal beyond the utmost limits of his knowledge, with ill-directed blows, he batters and mars the breathing statue, and well-nigh destroys, what a skillful hand might have polished and adorned. And now from his moulding touch go forth a sickly race of intellectual cripples to hobble through the world a living burlesque on humanity.

Truly has the poet said:

"Scratch the green rind of the sapling, or wantonly twist it in the soil,
The scarred and crooked oak will tell of thee for centuries to come."

But the true teacher is born for nobler deeds. He lives to bless his race. His name is a synonym for all the high and noble attributes of well-developed manhood. He is no petty tyrant, no lazy self-loving fraction of a man, lounging through the world in search of ease and earthly honor. His is a higher, nobler life. He is a hero—a real genuine hero. Conquest is his watchword and victory his talisman. Early trained to mental toil, no patent mode of intellectual locomotion has brought him to the high position which

he occupies. Step by step he climbed the rugged steeps, and though fortune frowned and adversity blew many a loud and angry blast, he battled bravely with opposing circumstances and still moved on. Huge and jagged rocks present no barrier to his onward, upward course. Armed with an unyielding energy, he beats a glorious pathway through the rock, and myriads of glittering jewels, gems, and precious diamonds, are showered at his feet. Enriched by these bright treasures, he moves forward musing on the "dignity of labor." Higher, higher he ascends, till the famed Castalian fountain bursts on his enraptured sight. He quaffs the pure perennial waters and his spirit is rejuvenated.

For a moment our hero pauses. He casts his eye adown the vista of the past. He sees the difficulties that met him at every step. He looks upon the mighty foes that he has met and conquered. Truly that path is a rugged one, and as he gazes, it is often lost amid the din and smoke of a hard contested battle. But because his life has been a series of conquests and triumphs, does the victor fold his arms, and rest in jubilant repose upon his laurels? Nay, verily, for action is his life. Made strong by constant labor and frequent contest, he rejoices in a conscious potency. He looks on life as one vast battle-field. His mission is to fight and win, and "victory" echoes through the chambers of his soul. Ever clad in armor, he goes forth to unceasing triumphs, and the music of his clashing steel oft startles from their slumber those who, "weary in well doing," have turned aside from the dusty path of duty to seek repose beneath the shadowy branches of the leafy Palm. Conscience now accuses them of sloth, and they make haste to rub the accumulating rust from off their armor.

The young rise up and call him blessed, and the palsied tongue of age grows eloquent at the mention of his name; and many voices mingle, in truthful, heartfelt eulogies on his excellence. But he meekly points to Heaven, and says, "in God my great strength lieth; to Him be all the glory."

Do stupid faces meet him in the school-room? Do a hundred leaden eyes fasten on him their vacant stare? This is his inspiration. A new energy fires his soul, the life-tide of his spirit rushes onward with a swifter flow, and he straightway plans a seige, which must and will result in victory.

Does he meet with vice, in all its hydra hideousness, he falters not, but like the fabled Hercules, gives battle to the monster.

Do his pupils sometimes weary of their toil, and seem ready to

faint before a real or fancied difficulty, he takes them kindly by the hand, and gently whispers words of cheer. He does not seek to alleviate their suffering by forcing them to drink *stale* waters, then beat them with a birchen rod, because their mental throats disgorge the nauseous draught. But he looks upon the rock at which they stumble. He thinks of Moses in the wilderness, and his ready genius suggests a plan of operation. His potent arm is up-lifted, the rock is smitten, and the living waters gush forth. And now, all, eager to taste the sparkling flood, rush to the crystal founts, and in the vivifying draught, forget their weariness. Invigorated thus, they resume their toil, with hearts all hope and gladness, and ever and anon bright gleams of heroism shoot across *their* mind's horizon. A holy gladness thrills the heart of their faithful teacher, and he exultant shouts, "Excelsior!" Himself a hero, his pupils *must* be brave. Are they startled by the cold and stony facts which lie along their path, he, with a bold, defiant step, walks before them through the shadowy mazes. He seizes the frightful shapes, and wraps about the evanescent ghosts a "drapery of living forms."

Nor do the thousand trials, incident to the teacher's life, dishearten him, for his trust is in the Infallible. He feels that these trials are but the chastenings of a kind Father, to purify him from the dross of worldliness and self-complacency.

Brave man! "made perfect through suffering," thy heroic spirit, untouched by time, unscathed by frequent contest, shall finally repose, even in the bosom of Him whose holy light has guided, whose strong right hand has sustained thee. Then, from the battlements of glory, thou shalt look down upon a noble band, who walk reverently in the light, that lingers along thy recent pathway, and from their lips thy spirit-ear shall catch the quivering note, "Excelsior!"

M. F. W.

Gross and vulgar minds will always pay a higher respect to wealth than to talent; for wealth, although it be a far less efficient source of power than talent, happens to be far more intelligible.—

LACON.

COLLEGES AND PUBLIC SCHOOLS.

Common-school men are too apt to underrate the influence of Colleges upon the cause of popular education. Accustomed to look upon public schools as the great lever to be used in the social elevation of the masses, they forget that *these* too exert, indirectly, an influence, that can and does make itself felt. They forget that as public educators they are called upon to cherish them, and endeavor to promote their prosperity. The interests of Colleges and Public Schools are intimately connected. As the one flourishes, so must necessarily the other: as those are elevated so will these be. The humblest pedagogue in the land is interested in the success of Colleges, because, on their elevation depends his own. The College educates the educator, and, on the manner in which this is done, depends the excellence of our Public Schools. If the College is but a High School in all except the name, it will not only send forth men who are not thoroughly furnished for their work as educators, but it will have a reflex and deleterious influence upon every High School of humbler pretensions within its reach. All true reforms must begin with that which is highest in excellence already, and from that, extend to what is inferior. Revivals of religion always begin with an awakening of Christians themselves, and, when *they* are properly aroused, the impenitent are brought to a consideration of their own best interests. All true temperance reforms *must* begin with an elevation of the moral tone of the best portion of community. The decanter must be banished from the sideboard of the wealthy, the fashionable, the moral, and intemperance will then hide its diminished head. Just so, if we want to see our Public Schools elevated, the proper place and the only place to begin, is the College. Raise these far above what they now are, then the High School will take the place which the College now holds, and a similar elevation will be practicable in all the departments of popular education.

That there are reforms needed in our American Colleges none will deny. That they have heretofore failed to meet the wants of both the practical man and the scholar, is equally plain. Let us, then, for the sake of our Public Schools, turn our attention to the Colleges of the land; study them as they now are; see where they have failed of what *should* be their object, and what improvements are practicable; and use all our influence to have those reforms commenced; because, in this way, we can best benefit our Public Schools.

C. B.

From Putnam's Monthly.

THE LONDON POST OFFICE.

As a post establishment, the office in St. Martin's-le-Grand, London, is the first in the world. The Postmaster General and his staff are at the head of an army of over 20,000 persons; and such is the concentration of business, that in his office is performed about one-fourth of all the postal business of the kingdom. The number of letters passing through it in a year is eight times as great as the number passing through New York, and nearly as great as the entire number in the United States. The number of letters received for delivery in London, in the year 1854, was 103,377,728, and the number sent out, 97,645,106. This gives a total of over 200,000,000 letters in a single year.

To an outside spectator, there is little to be seen except a plain, substantial stone building, some 400 feet by 130, supported by Ionic pillars, and having a large hall for the accommodation of the public. But during a late visit to London, we were permitted by the courtesy of Mr. Rowland Hill, to see all the arrangements, and inspect the machinery by which this immense establishment is kept in motion. In the "Inland Office," where the mails are made up for the country, there is a comparative lull in the middle of the day, the letters and papers coming in so slowly that but few clerks and sorters are on duty. There are employed in London, 3,035 persons in the mail service. Of these, 498 are letter receivers—keepers of the small sub-offices—located in all parts of the metropolis for the convenience of mailing letters. There are in London, 1,385 letter carriers, and there are rooms in the post office building for many of these carriers to sort and arrange their letters. Then there are 1,152 other persons employed in the London post office; but of these, 160 money-order clerks have quarters in another building. There are 253 in the general post office, and 739 clerks, stampers, sorters and sub-sorters engaged in the reception, delivery and dispatch of the mails. The mails are so arranged that all letters leave London—no matter what direction they are going—at the same hours; at nine in the morning and nine in the evening. Men on foot, on horseback, and in carts, are constantly engaged during the day in collecting letters from the various sub-offices and receiving houses in all parts of the "twelve mile circle;" a circle having a radius of twelve miles. To induce publishers of newspapers to get their papers ready early in the day, the post office sends the mail-cart at certain hours, to the publishing houses, to transport all the papers then ready to the central office. This saves trouble, both to the publishers and the post office department. There being about 150,000 newspapers passing through the London post office daily, and these forming nearly four-fifths of the bulk of the mails, there is an immense labor in sorting and packing them. Unless some such plan were adopted,

it would be almost impossible to get off all of the evening mail; for the bulk of the sorting, stamping and dispatch of letters is done in the last two hours—from six to eight o'clock.

A good joke is told of a porter employed to carry to the post office several large bags of circulars, all of which he emptied on a table in the office. He then touched his cap respectfully, and said he should like to see "the gentleman at the head." Supposing he had some special business with a high functionary of the department, he was conducted to the Secretary. "Sir," says he, touching his cap again, "I've brought you down a large number of letters, and should like to drink your health." But "the gentleman at the head" told him he should be very much obliged to him if he would never again bring him such a quantity; or even if he would carry these away with him. The poor fellow left, thinking "the gentleman at the head" of Her Majesty's post office very ungrateful for the "favor" of the letters.

As the hour of 6 P. M. approaches, the number of persons to deposit letters begins to increase. Faster and faster gathers the crowd; and, instead of dropping their letters leisurely, they rush up to the box, and, with a nervous twitch, dash them in, and then stand back and give room for others. Many stay and look on, while the scene grows "fast and furious." About a quarter before six, men, bearing bags, come staggering in, and by tapping at a wooden slide, a whole window is opened by a clerk, who receives the bag, empties it, and throws it out. Boys with hands full of papers, a woman bearing a letter, and a penny to pay the postage, rough-looking mechanics, with brawny arms and honest faces, come with letters, generally stamped, and, struggling through the crowd, they drop them through the slit in the window, prepared to receive them. In the inside there is also a busy scene, but no hurry nor confusion. At first there are separate letters dropping, one after another, then a handful; then thicker and faster they patter in, as if the elements without were charged with letters, and they were, by a sudden tempest, showered into the post office. The hand of the clock keeps moving towards the figure, and the crowd without and the shower within continues to increase. The clerk at the open window is nearly inundated with parcels of letters and sacks of newspapers, and a fellow clerk comes to his relief, and opens another window. It lacks but three minutes of six. Boys no longer walk up to the box to mail their papers, but stand back, and throw them at the open windows. Faster, faster and faster they come—it lacks only a minute and a half—the crushing, furious crowd; men, women and boys, many holding their arms aloft, with letter and penny tightly grasped, are trying to get to the place of delivery. A spectator would naturally suppose they were each striving to obstruct one another as much as possible. It lacks but thirty seconds, and still the crowd collects. A seedy looking man, looking at the clock, very deliberately ties his two letters and newspapers together with a piece of twine, and throws

them directly at the clerk in the window. Amidst the rush of the crowd, comes a faint scream from some poor "squeezed" mortal who can't get her letter in; and now the hammer comes down, one, two, three—all the clerks at the window get ready—four, five, six, *bang* go the windows down, with one simultaneous slide. Several letters and one paper are caught in it; but they, like those outside, cannot go by this mail, *because they are too late*. There is a very good regulation, which enables the tardy public to get their letters off; but they have to pay a fine for their tardiness. One letter-box is left open, labeled "Late Letter-box." "All letters that are dropped in this box before half past six, with the postage paid in full in stamps, and having one additional stamp, will be sent by the mail now being made up." Then there are other boxes open, labeled "for letters not intended to go by this mail."

Now let us present our pass at the back door, and see what is going on within. At a high desk, overlooking the scene, sits the Superintending President. The lower floor of the inland department is occupied by the sorters and stampers of letters; nearly 500 in number. Across the broad hall, where the public have been jostling and crowding to get their letters mailed, is the London district office, and to keep up a communication between this office and the inland department, there is a passage beneath the floor, a sort of "underground railroad," where baskets of letters are sent back and forth, by steam. While this railway is constantly at work, the same engine operates a "draw," that sends all the newspapers from the lower floor to the second story of the inland department, where they are sorted and bagged separately from the letters. One of the superintending presidents, deputed to the office of showing us all the business that was going on, asked us to step with him upon the "draw," and up we went to the newspaper room. Here, many hundred bushels of papers were being rapidly diminished in numbers, by several score of sorters. A great many break open every day, and their wrappers come off, and there are several clerks who are engaged in tying them on. A good old pious lady, in Cheltenham, is waiting for her religious paper, and is horrified on the arrival of the mail, when she pulls off the well-known wrapper, and finds "Bell's Life in London," with all the "fights to come," the last set-to of Tom Spring and Ben Caunt, and the doings on "the turf," and how much "Lady Jane" was beaten by "Flying Childers." The "fast" man at Brighton looks for his "Bell's Life," and finds that it has very mysteriously been changed into a "Church and State Gazette." An old tory gets Reynold's newspaper, and a good churchman gets "that rascally Dispatch."

But let us descend the way we came up, going through the London post office, as the letters and papers do, by steam. At the back door, a little after six, several small red carts are driven up by men in red coats, and those are emptied of thousands of letters

and papers, from the various receiving houses. Each letter goes through from ten to fourteen processes, and the wonder is, how 500 men can take 200,000 letters and "put them through" the various motions with so little confusion, and few mistakes. From baskets they are first emptied on a large table, and here they are poured till the table is several feet thick with letters. The letters are all "faced" one way, and with the superscriptions right side up. Large letters, and those that are unpaid, are thrown aside into a basket to be treated separately. As fast as they are faced, they are put into long grooves, similar to a printer's "galley," and men are constantly carrying them off to the stampers. The letters are next stamped. It is astonishing with what rapidity an experienced stamper will pass the letters under his stamp. The active stampers will stamp seven or eight thousand in an hour. They use light, wooden stamps, as they fatigue the hands less, and carry ink better than metal stamps. A good wooden stamp will take ink enough from the black ball at one impression, to stamp legibly ten letters. Each stamper counts his letters, and at every hundred he strikes his stamp on a sheet of paper before him. The cushion on which the stamping is done consists of several thicknesses of woollen cloth, covering the entire surface of the table. The stamp, which gives the month, day of the month, and year, is put on the back of the letter. There is, also, a private mark, composed of letters, or letters and figures, that is altered every day, and this stamp is registered in a book, and kept, so that for years there are no two days that letters mailed at the London office bear the same stamp. This is of great utility in detecting attempts at fraud, as it is impossible for any person, out of the London post office, to know the exact stamp of the letters that were mailed at any particular day of any previous year, unless a letter could be found that was mailed in London on that day. This is almost a certain means of detecting a forged stamp, as letters bearing mail stamps and marks are not unfrequently forged to get up fraudulent testimony in important trials. After being stamped and counted, the letters are passed to clerks, whose business it is to see if they have "Queen's heads" (postage stamps) enough to pay the postage in full. By running them over with surprising rapidity, they detect the light ones, weigh, and consign them to their merited punishment—a doubling of all unpaid letters—to delinquent missives. All that are found correct are sent to stamping tables, where the stamps are obliterated, the neat Queen's heads, in neat red and white, being changed, by one blow, to a mass of lamp-black, oil and composition, in sable cross bars, like the prison dress of a penitentiary convict.

The process or rather processes of sorting comes next, and the "sub-sorters" are divided into apartments, each labeled with an appropriate title, usually that of some railway. We could see "Great Western," "Eastern Counties," "South-eastern," "London and North-western," "London and Brighton," and the like.

One apartment is marked "Scotch," another "Irish," one "Foreign," and one "Blind." The "blind" letters are taken to the "Blind Man," the title of a clerk whose vision is so sharp that hieroglyphics, which would puzzle a Philadelphia lawyer, or a professor of the Black Art, are generally straightened out, and the exact meaning written legibly over or under the original superscription. The correspondent who directed a letter to "Sromfredevi," was not supposed to know the exact name, style and title of "Sir Humphrey Davy." The man that wrote "dandy" for Dundee, "Embero" for Edinburgh, "Dufferlin" for Dunfermline, was probably not exceedingly well versed in Scottish geography. It was supposed to be a fresh student of phonetics that addressed a letter to "jonsmeet ne Weasel pin 'Tin," instead of John Smith, New-castle-upon-Tyne. The letter that was addressed, "Cally Phorni Togow the Niggeranger Rought," was evidently penned by some one who had a brother in the mines. All these the "Blind Man" deciphers, or nearly all of them, for some directions are stone blind, and defy the powers of our hieroglyphic reader. Sometimes the "Blind Man" is seen eyeing a letter intensely, and humming an air, when suddenly, as if by inspiration, down comes his pen, and the full inscription is at once made plain. When "blind letters" are addressed to clergymen, at their "vicarages" or "parsonages," or to doctors at their country seats or town-houses, without any name of post town on the letter, a reference is made to a list of the clergy, or to a medical list—volumes that the "blind man" always keeps by him—and the correct locality is very readily ascertained. Letters addressed "Mr. Smith, London," are sometimes difficult to deliver to the right "party;" but, if taken as good naturedly as were the mistakes of one James Smith, there will be very little anger at a letter being opened and read by the wrong person. James Smith, he of the "Rejected Addresses," was lodging at a house in London, when another James Smith came and took rooms in the same house. Some ludicrous mistakes were made in the wrong delivery of notes and letters, the wrong James getting dispatches intended for the other, until our James remonstrated. He said to the other, "You must leave, and I can prove to you that you must; prove it by historical precedent." "How?" said the other. "Why, I've been here longest; I came first; you are James II., and you've got to abdicate."

From one set of sub-sorters the letters are carried to another; the first putting them in certain great general divisions, the next dividing down to smaller districts on the same line. For instance, the letters for the Great Western railway are given to a set of sorters who put together all the letters that go on the Didcot and Oxford branch, and the Bath and Bristol letters separately from those for Exeter, Plymouth and Cornwall. Finally, the sorting gets down to the towns, and for each large place, like Birmingham, Liverpool, Bath, Leeds, Leicester and Norwich, there is a distinct bag. By having the few unpaid letters separated from the paid,

and the large and official letters taken away from those of ordinary size, they are all handled with great celerity, though eventually those directed to the same place all go together. As the hour of eight approaches, there is increased activity, for at that hour the "vans" must start for the railway stations. One of the last processes consists in tying up the letters in packages of a convenient number, together, without way-bills or wrappers. Packages are not made up in London for the small sub-offices, they being all sent to the chief post town, and there sorted for the small neighboring offices. The old way-bill, with three or four columns of figures, is now disused. When there are letters that are not prepaid, the amount of postage is put upon a piece of paper, accompanying the package, and that is the sum with which the receiving postmaster charges himself. Registered letters, of course, are accompanied by a registry bill, and this is on the same piece of paper with the amount of the postage of unpaid letters. The bags are usually made of sheep-skin, soft and pliable, and not of very large size. They are sealed up, with sealing wax bearing the official seal of the post offices. This is thought to be more secure than a lock. Bags that are to go a very long and rough way, like those that go to Shetland through Scotland, then by steamer, are generally locked. Porters are constantly carrying the bags to the vans. When the clock strikes eight the president's hammer comes down, and the last bags must be ready to go out, for the time is up. Sometimes as many as seventeen vans are filled with the letters and papers going by the evening mail. These vans are technically called "Accelerators." They are large omnibuses, and in the morning serve to carry the mails to the railways, and the letter-carriers from the post office to the commencement of their walks. The number of letters sent off by the evening mail, the night we witnessed the operation, was stated by the superintending president as 216,557. The average weight of the evening mail from London, is now about fourteen tons, made up of these proportions:

| | | | | | |
|----------|----------|----------|-----------------------------|---|---|
| Papers, | 11 tons, | 00 cwt., | or 79 per ct. of the whole. | | |
| Letters, | 1 ton, | 7 " | 10 " | " | " |
| Books, | 0 " | 6 " | 2 " | " | " |
| Bags, | 1 " | 7 " | 9 " | " | " |

So that letters only form one-tenth of the weight of the entire mail; newspapers eight-tenths; books one-fiftieth; and the mail-bags almost one-tenth. The book parcels sent through the London office in a year, are estimated at 296,436, and for the kingdom just double this number, 592,872, at a gross postage of \$81,870. The newspapers sent from London in 1854, were estimated at 53,000,000, and twice that number for the whole kingdom. The postage on these 106,000,000 newspapers at one penny each, is—reckoning five dollars to the pound sterling—\$2,208,334. The morning mail from London is only about one-fourth as large as the

evening mail, weighing about three and a half tons. The average number of letters sent from London daily, is 267,521; and received in London, 283,222.

When Mr. Rowland Hill's cheap postage system went into operation, the size, style and contents of the various articles sent were very various. One letter that came to the dead letter office had for contents, as officially described, "three dozen birds' eyes!" A letter from Hull to London contained "one boiled lobster." From Norwich to Cheltenham, a live black-bird, which was actually transported, kept and fed, and safely delivered to the address. An affectionate mother sent her son a bottle of straw-berries. This was reduced to a *jam* on the way, and out of pure sympathy, it jammed its next neighbor, whose original contents consisted of a quantity of valuable lace, and its prospective owner—the person addressed—was the late Queen Dowager. A black bottle, with no wrapper, only a label, addressed, "Tim M—," "a wee drop o' the crater," was mailed at Dublin for Bradford, in Yorkshire. From Perth to Berwick, a salmon. Not unfrequently bank notes are sent in the mail without any envelop or covering, merely by fastening the two ends of the note together with wafers, and then addressing it. Notes as large as £50 have been sent in this way. From Aberdeen to Ayr, two hares and a grouse; from Wootton Bassett to Sawbridgeworth, six packages of wedding cake and one plum pudding, in the same mail. Live leeches have been sent in bladders, and the bladders bursting, the leeches have been found investigating and exploring the interior of Her Majesty's mails. A live mouse, a corkscrew, a paper of shoe-nails, a roast pheasant to Mrs. ———, Brighton; part of a human limb sent for dissection, (detected by the smell,) rolls of cigars, lucifer matches, detonating powder, prussic acid, a pistol loaded to the muzzle, a poodle dog, a sailor's jacket, bottles of perfumery, a sheath knife, a full suit for an infant, to Lady J——, "with love;" a jar of pickles, a pocket-book, a porcelian tea-set, a box full of live spiders, a young alligator or horned lizard, alive, "to Master J—— H——, to assist him in his natural history studies;" a case of dentist's instruments, daguerreotype portraits, and a live frog, are among the multifarious articles that are sometimes sent as letters. There is a regulation that requires all glass, edged tools, pyrotechnics, liquids, and whatever is liable to injure the mail, to be stopped, but many of those things travel, unobserved, to their journey's end.

Sometimes newspapers are made to carry brief messages, the sender supposing there can be no harm in sending "just a word." Here are samples of writing attempted to be concealed in a newspaper, with the penalty attached—double-letter postage—fourpence for every ounce:

| | |
|-----------------------|---------|
| "With my love," | 1s. 4d. |
| "All well," | 1 0 |
| "My dearest," | 0 8 |

| | |
|---|---------|
| "Pray come soon," | 1s. 4d. |
| "Baby well," | 1 0 |
| "Now, postman, don't you steal this paper," ... | 1 4 |
| "Send your daguerreotype," | 1 4 |
| "I leave to-morrow," | 1 4 |

Most of these singular packages are prepaid, but if the person to whom they are addressed will not take the letter or package, it may be returned, and the sender compelled by summary process, to pay the full amount of postage, being double the sum it would have been if paid in advance.

THE CHEAPEST PREMIUM OF INSURANCE.

George Sumner lately lectured in New York upon the Educational characteristics of Europe, where he has spent several years. We extract the following brief paragraph:

"If there be any moral to the tale I have told, it may be summed up in a few words. *Pay your school tax without grumbling*; it is the cheapest premium of insurance on your property. You are educating those who are to make laws for yourselves and your children. In this State you are educating those who are to elect your Judges. Build more school-houses; they will spare you the building more jails. Remember that the experiment of other countries shows that the development of free and extended education has been followed by public and private prosperity; that financial success and political tranquility have blessed the lands which have recognized its importance. Remember that education without freedom is barren in its results; that freedom without the education of the moral sentiments soon runs into anarchy and despotism; and that liberty, ever vigilant herself, demanding ceaseless vigilance in her votaries—liberty will not linger long in those lands, where her twin-sister knowledge is neglected."

Keep not standing, fixed and rooted,
 Briskly venture, briskly roam,
 Head and hand, where'er thou foot it,
 And stout heart, are still at home.
 In what land the sun does visit,
 Yarely we, whate'er betide.
 To give space for wandering, is it
 That the world was made so wide.—GOETHE.

A HANDFUL OF NUTS FOR THE BOYS AND GIRLS TO CRACK.

No. 1. How many Numeral Adjectives are there of the Cardinal kind?

No. 2. In the expression, "One thousand three hundred and thirty-five men," are there *five* Numeral Adjectives, or only *one*?

No. 3. If there are five, what do *one* and *three* modify?

No. 4. If there is but one, how many different Adjectives will you employ in counting a million?

No. 5. How many different words do you use in counting a million?

No. 6. How many of these words are Radicals, and how many and which are Derivatives or Compounds?

No. 7. What are the meanings of *teen* and *ty*, as used in forming Numerals?

No. 8. Are *een* and *y* ever used for the same purpose?

N. B. See Webster's Unabridged. Send your answers to Resident Editor.

R. P.

IS IT HOME?

In traveling over the State, have you ever found a house with a hog pen in front of it, an unsightly worm fence round a door-yard covered with chips, and a spout protruding through the side of the house, to carry dish-water to the road, forming a pool for the refreshment of travelers? If you have n't, you have not seen the whole world by a long shot, neither have you seen the whole State of Ohio; for even in this enlightened day, with the full effulgence of the intellectual sun beaming on us, there are dark corners where such things exist. If the hog pen is not directly in front of the house, it is so near that its odors neutralize all offensive smells from the dwelling, and its inmates are the first to welcome every visitor, by their hoggish grunt. Not a gate, nor even a pair of bars; but the tenants and visitors have to practice gymnastics by leaping a rickety fence at the risk of their clothes, saying nothing of their lives; a door-yard full of chips, if nothing worse, with a pool of dish-water in close proximity, filled with potatoe skins, cabbage leaves, and other refuse of the kitchen,—these offer the only charms that make these *homes* delightful.

Now what are the effects, the consequences, of such a home? Associations form the mind and the man. Children brought up in such a place have no taste for the beautiful, but their minds, habituated to loathsomeness, become themselves loathsome, their habits filthy, and their manners disgusting.

How different from those whose first breath draw in the fragrance of the rose and the honey-suckle that climb around the windows of the paternal home, and whose first vision was cast on a fine lawn stretching around the house! Here every sense is re-galed and cultivated; the sight with lawn and flowers, the smell with their fragrance, the hearing with the chirp of the robin and the hum of the humming bird, as they revel in the flowery paradise, and the feeling and taste with the surroundings of the beautiful. Home has a charm for them found nowhere else. The harsh asperities of nature are softened, and the heart is moulded by the associations to love and melody.

I will defy a lover of children, birds and flowers, to be a bad man. The heart that can appreciate and love *them* is of too fine and refined a texture to entertain a bad motive, or to prompt a bad action. Low, gross and sensual actions, are the result of low, gross and sensual associations in infancy and youth.

If parents then would have their children lovely, beautiful, respected and intelligent, so let them make home beautiful and lovely.—*Ohio Cultivator*.

S T A N Z A S .

How quiet all things are to-night!

All things? Nay, all but one;

The peace of duty well performed

To-day I have not won.

The many little vexing cares

Which followed me to-day,

Have ruffled my impatient soul,

Which ceased to "watch and pray."

And still their shadow on me lies;

When shall I patience learn?

I cannot meet the eyes I love,

And from their gaze I turn.

I turn from the bright fire away,

And at the window stand,

Within the curtain — seeing well

That winter rules the land.

For, almost hiding from my sight

The fields, snow-clad, without,

A thousand tiny gems of frost

Glitter the panes about.

And peering out, I see the elm
With stately grace bear high
Its twining tracery of twigs,
Against the starry sky.

The wind has slept among the pines,
Since o'er the western hill,
Soft clouds, by sunset glorified,
Hung radiant and still.

The deep cold snow lies everywhere;
Above the frozen pond —
Upon the meadow, in the wood,
And o'er the hill beyond.

And yonder hill as hushed and white
Beneath the moon-light lies,
As folded hands upon the breast,
No more to heave with sighs.

O, would that quietness were mine!
Mine, that sereneest rest
That knows no pain or weariness —
So beautiful, so blest!

And yet — are not these longings weak?
What! ask to yield life up,
Because I find the sweet is mixed
With bitter in my cup?

I've scarce begun to truly live,
Scarce entered on the strife
Of earnest souls with sin and wrong —
And do I shrink from life?

O, Thou, who only givest life!
Prolong that life to me
I blindly scorned — that I henceforth
May give it unto Thee.

Grant me the strength which is not mine!
The daily cross to bear,
And walk the path my Savior trod,
Leaning on Thee in prayer.

With lighter step I seek again
The fireside's cheerful glow;
I meet again the eyes I shunned
A little time ago.

How quiet all things are to-night!
Aye, all are quiet, now;
The unrest from my heart has fled,
The shadow from my brow.

BROWNELL.

FACTS AND INFERENCES.

FROM MAURY'S GEOGRAPHY OF THE SEA.

GULF STREAM.—It flows, a river in the ocean, with its banks well defined in appearance, and in the temperature of its waters. Its volume is said to be more than three thousand times greater than the Mississippi. It flows up hill rather than down; its lower surface, at its commencement, being several thousand feet lower than in its northern sweep. A cold current runs by its side, or under it, from north to south; as is evidenced by the fact that icebergs make their way south, often in opposition to the Gulf stream.

The Gulf stream is roofed. This is shown by the falling away of boats from either side of the ridge to its banks or edges, and from the fact that nothing is ever known to float over the Gulf stream from east to west, or vice versa.

It is "almost susceptible of mathematical demonstration, that to overcome the resistance opposed in consequence of its velocity, would require a force at least sufficient to drive at the rate of three miles an hour, ninety thousand millions of tons up an inclined plane having an ascent of three inches to the mile."

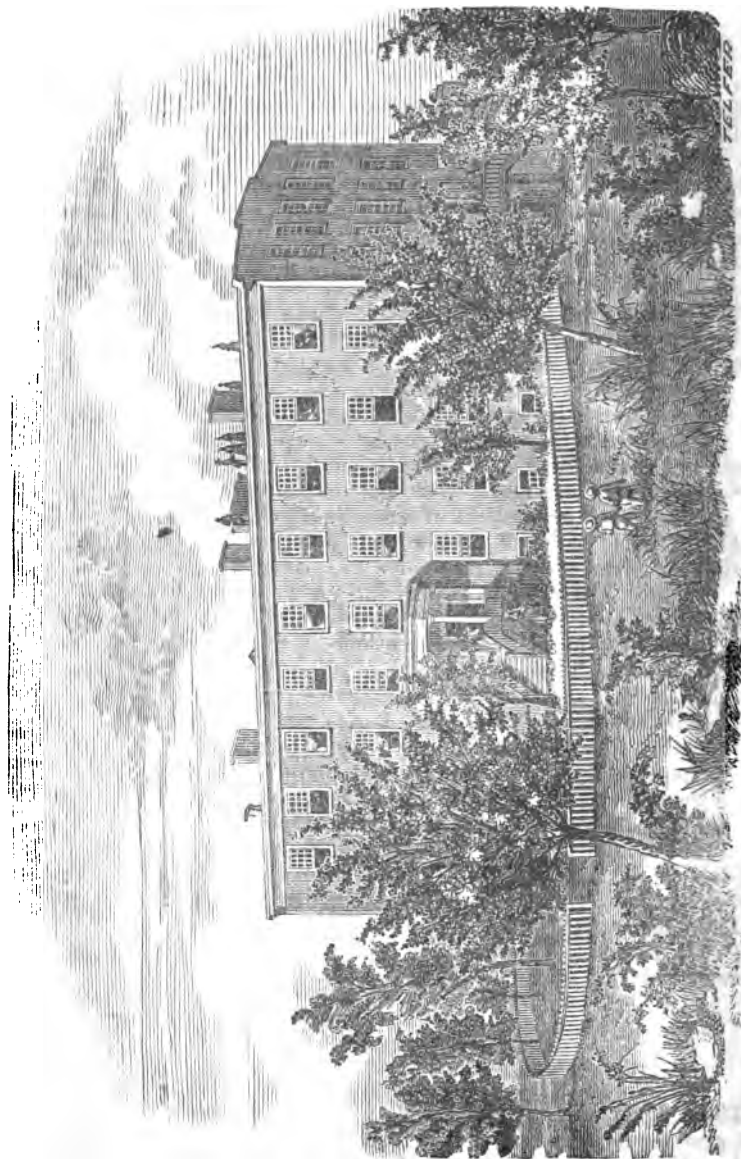
The course of the Gulf stream is not determined by the outline of the land along which it flows; but to some extent it determines that outline. The Gulf stream is the great "weather breeder" of the Atlantic. Storms either commence in it or proceed directly to it, and follow its course for thousands of miles northward, till they are spent. These storms are of all degrees of force, from the gentlest May shower to the most terrific hurricane.

The climate of Western Europe is rendered milder than that of America, six hundred miles further south, by means of the Gulf stream pouring its heated current, spreading fan-like far and wide along the coast; while along the American coast there flows a cold current from the north, between it and the Gulf stream.

"It is the influence of this stream that makes Erin the 'Emerald Isle of the Sea,' and that clothes the shores of Albion with evergreen robes, while in the same latitude on this side, the coasts of Labrador are fast bound in fetters of ice."

To Dr. Franklin is ascribed the discovery of the higher temperature of the Gulf stream.—*Normal School Advocate.*

There never was any heart truly great and generous, that was not also tender and compassionate: it is this noble quality that makes all men to be of one kind; for every man would be a distinct species to himself, were there no sympathy among individuals.—*Burke.*



GREENMOUNT COLLEGE—Richmond, Ind.

SCHOOL BUILDINGS.

At a meeting of the Editors of the Journal at the late Convention at Madison, it was suggested and generally approved, that cuts of School Buildings be occasionally inserted in the Journal. In accordance with the wish then expressed, we insert in this number, the annexed cut of Greenmount College, Richmond, Ind., which has been sent us for that purpose. Improvement in school architecture will form one of the most important and interesting features of our Educational History, and so far as such insertions will awaken interest in, and furnish models for, school edifices, they seem to us especially appropriate, and directly connected with the purposes we have in view in the publication of this work. Good *Schools* and good *School-houses* go together. Their action is reflex. No town or city ever made liberal expenditure for the one till it felt a pride in the other, and on the other hand, no community can long resist the influence of good schools. What is good *must be well* provided for. This is the universal sentiment. We shall be happy then to notice in the Journal such evidence of awakened interest in our cause, and shall be pleased to receive plans or cuts of buildings, of whose beauty of architecture and convenience of arrangement we may be justly proud, feeling as we do that they are sure indications of the progress, throughout the State, of a truer appreciation of our Educational interests.

GREENMOUNT COLLEGE.

The building represented in the adjoining cut, is situated about two miles south-east of Richmond, Ind.

It is 104 feet in length, and 54 feet in breadth. There are two wings not represented in the cut, each of which is 40 feet in length and 18 feet in width, and two stories high. The general size of the students' rooms is 21 feet by 12 feet. Four students occupy one room. Students are supplied with rain-water for washing from large tanks situated in the two upper stories.

There are, also, two large stone cisterns between the two wings. Each of these cisterns contains about 400 barrels.

H.

SUPERINTENDENT OF PUBLIC INSTRUCTION.—REPLIES TO IMPORTANT QUESTIONS.

The following circular from the Superintendent of Public Instruction, should receive a careful perusal from all interested parties:

DEPARTMENT OF PUBLIC INSTRUCTION, }
Indianapolis, Dec. 11, 1855. }

GENTLEMEN OF THE INDIANA PRESS:—Will you do me the kindness, and the people the favor, to publish the decisions and comments on the following questions, that have been submitted to this Department from various parts of the State for solution?

They have been so frequently repeated that it seems desirable that the answers should be more generally known, and thus forestall the repetition of the inquiries:

Question 1st.—Can teachers, qualified to instruct only in orthography, reading, writing, and arithmetic, be legally employed?

Answer.—The framers of the law evidently contemplated cases in which it would be desirable, nay, even necessary, if there be a school for the season, to employ teachers with less literary qualifications than section 149 specifies. If less qualifications will meet the present wants of a given district, (the pupils being young, or but little advanced in their studies,) and they request the Township Trustees, in the manner provided in the 105th section of the Revised School Law, to employ for said district a teacher competent to teach only the aforesaid four branches; and if, with a full knowledge of that deficiency, the people still press their suit, then the end of the law for them is met, and their wishes may be legally gratified in accordance with the spirit and letter of sections 105 and 107 of the aforesaid law.

The *State standard* of the literary qualifications of teachers is fully and distinctly stated in section 149, but sections 105 and 107 were intended to give the people of a district the privilege of elevating or depressing it to suit the exigencies of their case in any given year. It is occasionally desirable, on account of the advanced progress of pupils in some localities, to have instruction given in supplementary studies, not embraced in the said programme; so also it is equally important that the people in other districts, wishing, for obvious reasons, only the first four branches to be taught in their school a given year, should have their preferences gratified, when made known in the way indicated in the statute.

I consider sections 105 and 107 as a *sliding scale* authorized to be used by parties desiring it, on presentation of a petition in the manner aforesaid. However undesirable the *sliding down* process may be, yet I see nothing in the said sections limiting the *direction* of the course. The petitioners themselves must be the judges of what will best suit their circumstances at the time. The question is, therefore, answered in the affirmative.

It may be proper to add, by way of *practical correction and caution*, let the Examiners state distinctly in the certificate the *specific studies*, and that it is granted on *petition* of the people of the district, and therefore *exonerates* the Trustees and the Commonwealth from all censure in the premises, and consequently is valid only for *one* term and in that *locality*. This will operate as a

stimulant to their ambition to reach the State standard, for if the individual can teach only in one place, and that, too, for only a *single session*, without a fresh examination and renewed fee, it will readily occur to him that a protracted course in that direction will ultimately result in loss of both fame and funds. The propriety of this precautionary suggestion is too obvious to require explanation.

Question 2d.—Who shall fill vacancies occurring in the district Directorship?

Answer.—In the absence of all specific provision in the statute in case of a failure to elect or vacancies occasioned by death, removal, or resignation, we are left entirely to inferential light. On the principle that a vacancy occurring in any inferior office is filled by the proximate superior power in its appropriate department, we should conclude that the Township Trustees possessed the authority to fill all vacancies in the office of district Director. They are authorized by the Revised Statutes, vol. 1, chap. 110, sec. 8, to fill vacancies, however occurring, in the office of Township Clerk and Treasurer, and it would be but a fair and legitimate inference that it would also be their province to do the like in reference to the said Director, he being a mere ministerial officer, a local assistant in the educational department of their Township duties.

The appropriate reply, therefore, to the aforesaid inquiry, seems to be—"the Township Trustees."

Question 3d.—Must a district Director be chosen by ballot?

Answer.—The proper solution of this question involves the inquiry whether a district as defined by the school law, is a corporation in such a sense as to bring the choice of its only officer, as to the mode of election, under the provision of the Constitution that declares "all elections by the people shall be by ballot." If that provision of the Constitution refers solely to State and township elections, which seems to be the most natural construction, then the people of a district may legitimately express their preference in the choice of said officer, either by ballot or a viva voce vote, and the validity of said election cannot be successfully questioned on that ground, other proceedings being regular. That either of these modes of voting would be considered legal and in no way impairing the lawfulness of the election, is a natural and legitimate deduction from the fact that the Statute itself expressly tolerates some irregularities in the notice required to be given of a meeting, in the absence of fraud. See sec. 104. If the framers of the Constitution did not embrace a school district in the scope of their vision when they prescribed to the people and their Legislative Representatives their respective modes of voting, then we may conclude that the will of the sovereigns in these primary meetings cannot be thwarted by the mere circumstance that said will was expressed by a viva voce vote and not by ballot.

The conclusion, therefore, is, that either method is lawful and that the validity of the election does not depend on the exclusive use of the ballot.

Yours, truly,

CALEB MILLS,

Superintendent.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

It is not our intention to confine the Mathematical Department to the solutions of problems and the demonstrations of theorems, but shall from time to time present such other matters as may be both pleasant and profitable to the mathematical student.

In accordance with this intention, we take pleasure in presenting to our botanical mathematicians the following paper, which was read in Cambridge, Aug. 21, 1849, before the American Association for the advancement of science. The author of it is considered one of the most profound of American Mathematicians.

MATHEMATICAL INVESTIGATION OF THE FRACTIONS WHICH OCCUR IN PHYLLOTAXIS.—BY PROF. B. PIERCE.

The Association may wonder what a mathematician can have to do with Botany, and what right he has to discuss such a subject as vegetable morphology. But let me assure you that the geometer is somewhat omniverous in intellect, and although he has lived and thriven for centuries upon the Sun and Moon, the planets and comets, and other such inorganic food, he is already aspiring to a vegetable diet, and may ere long be whetting his teeth for flesh and blood. But, in the present case, the botanists have provoked the invasion by undertaking to demonstrate that plants grow according to exact mathematical laws. They have presumed to measure with minute accuracy, and exact measurement must open the path to geometry. They have dared to use our numbers and fractions, and we must reclaim them with interest.

Upon the principal points, which have occurred to me in the investigation of the curious fractions of vegetable morphology, I apprehend that I have been anticipated by Bravais. But it may be that I have developed the subject more distinctly than he has done, and am, therefore, disposed to present my views to the Association. I do not regard these fractions as isolated and independent of each other; but all of them seem to be approximations, more or less accurate to one and the same fraction, or rather to several fractions of one series. It is as if in the forms of vegetable growth, there had been one great thought underlying the whole structure. The thought has in it the element of infinity, but the mode of expression is necessarily finite. It is everywhere partially developed, with more or less approach to perfection in different plants. This very defect of expression has enabled us to discern and comprehend the divine idea with our finite capacities. Had it been fully expressed, we should not probably have discovered it. Most certain it is that if the infinite fraction had been introduced into the creation, we could not have detected it; for the infinite series would not have been completed, even though the tree had grown to heaven itself.

The fraction cannot be fully written out, but the law of its formation is easily perceived. It is 1 divided by $n+a$ in which n is any positive integer,

while a has a peculiar value. The quantity a is an infinite continued fraction, formed wholly of units, thus:

$$a = \frac{1}{1 + \frac{1}{1 + \frac{1}{1 + \frac{1}{1 + \dots}}}}$$

1 + &c., ad infinitum.

The successive approximations to the value of a , are obtained in the way familiar to mathematicians by stopping at the different points of the downward train of units. They correspond identically to the fractions which have been observed in the finite forms of the vegetable universe. They are, 1, $\frac{1}{2}$, $\frac{2}{3}$, 3-5, $\frac{5}{8}$, 8-13, 13-21, 21-34, &c.

The corresponding values of the fraction itself of vegetable growth are, when n is 2,

$\frac{1}{2}$, 2-5, $\frac{2}{3}$, 5-13, 8-21, 13-34, 21-35, 34-89, &c.,

which is the series usually observed. The values, when n is 3, are

$\frac{1}{3}$, 2-7, 3-11, 5-18, 8-27, 13-47, &c.,

which are also found in nature, but much more rarely than the preceding row of fractions. These, if I do not misunderstand the botanists, are the only fractions which directly occur in the ordinary forms of growth. The few other fractions, which have been observed, are the products of indirect species of development which are rarely exhibited; but even these fractions are included in the general form. They correspond to the cases in which n is 4, 5, or 6.

This expression of the forms of vegetable growth in a fraction, leads to the inquiry why this particular fraction was selected. It obviously gives an admirable packing to the leaves, as Dr. Gray has shown, and this may justly be regarded as a sufficient, *a priori* reason for its adoption. It must be admitted, however, that other excellent systems of packing might be devised, which would appear to be very little inferior to this; the fraction 7-19 would give a good arrangement, and the same might be said of an infinity of other fractions. The exclusive adoption of one and the same series of fractions in all vegetable forms, must therefore be sought, partly in the desire to construct a system sufficiently simple and uniform to admit of human investigation and study, and at the same time so complicated and varied as to command his wonder and admiration; and partly in the uniformity of the laws of vegetable growth through the machinery of which it must be introduced and developed. It cannot be supposed that the leaves attain their proper position through a voluntary selection of the widest spaces. They all start to grow at once, and each phyton occupies at the outset the very place to which it belongs. It seems to me most probable, that beneath this series of fractions lies the fundamental law of organic action, and the simplicity of the series confirms this opinion.

I must now take the liberty to draw the attention of the Association to another domain of the physical universe, in which there are distinct traces of these same fractions. They are approximate expressions of the relative times of rotation of the successive planets of the solar system. Thus, the ratio of the mean motion of each planet to that of the next inner planet is nearly

equal to some one of these fractions. This is so manifest, that all the great inequalities of long period which occur in the solar system depend upon these ratios, and they are interwoven with all the most important irregularities of motion of the primary planets. Whence could this extraordinary coincidence have arisen but from the action of a single mind? and what does it indicate but that the same Word which created the planet is expressed in the plant?

May I close with the remark, that the object of geometry in all its measuring and computing is to ascertain with exactness the plan of the great Geometer, to penetrate the veil of material forms, and disclose the thoughts which lie beneath them? When our researches are successful, and when a generous and Heaven-eyed inspiration has elevated us above humanity, and raised us triumphantly into the very presence, as it were, of the Divine Intellect, how instantly and entirely are human pride and vanity repressed, and by a single glance at the glories of the Infinite Mind, we are humbled to the very dust.

MATHEMATICAL ITEMS.

The signs $+$ and $-$ were first introduced in an Algebra, published in 1544, by Stifelius, a German.

The sign $=$ was first introduced in the first English treatise on Algebra, published in 1557, by Robert Recorde.

He called his work by the singular title, "*Whetstone of Wit*," and thus quaintly gives his reason for introducing the new sign.

"And to avoide the tedious repetition of these words, I will sette as I doe often in worke use, a pair of parallels or Geometrical lines of one lengthe, thus: $=$, because noe 2 thynges can be more equalle."

For a long time afterwards, the French and German mathematicians employed the symbol α , which was doubtless a rapid formation of the diphthong α , the initial of the Latin phrase, *Æquale est*.

☞ The Editor's Post Office address is Richmond, Wayne County, Indiana.

A SHORT ARGUMENT.

A gentleman was railing, a few days since, at a public table, against the law of Massachusetts, as depriving men of their natural rights to buy and sell and get gain; and turning to his neighbor, he asked him if he did not think it high-handed oppression. The gentleman replied:

"Sir, call it oppression, if you please. I will state one fact well known to myself. A tax bill was recently brought to me on my city property, of \$800, for which I gave my check. I carefully looked into the subject, and found that \$650 of it was for the support of drunkenness. Now what is this but oppression? But I suppose I have no rights. Rum-sellers have all. They may tax me to support the criminals and drunkards they make, \$650, and I must be still." "Sir," said the gentleman, "Massachusetts is right. It is the best argument I ever heard. It has overthrown all my theory about free trade. I will say no more, but go the whole with you" — *Ohio Journal of Education*.

EDITORIAL MISCELLANY.

TOWNSHIP LIBRARIES.

During the past year the last third of our township libraries has been received and distributed. Of these libraries there are six hundred and ninety-one, containing three hundred and twenty-six volumes each; making in all, over 225,000 volumes. \$70,000 will be expended this summer in the purchase of books to be added to the aforesaid number. These libraries scattered all over our State, if read cannot fail of exerting an immense influence for good upon the literary and educational interests of the State. The only question in regard to them must be, Will they be used? So recent has been their introduction, that time has not been given as yet to collect statistics for a large portion of the State, but the following in reference to Township Libraries, furnished us by the State Superintendent, will be read with interest and will afford means of judging with tolerable accuracy of the extent to which they are used and of the work they are doing:

"A brief historical sketch of the library feature of our system may very properly precede the financial exhibit of the receipts and expenditures. The law of 1852 imposed a tax of a *quarter of a mill* on the property, and an assessment of *twenty-five* cents on the poll, for the purpose of establishing a library in every civil township in the Commonwealth. This tax was limited to the period of two years. The assessments for the aforesaid purpose, during these two years, amounted to \$186,327. The amount realized from that levy, was \$176,336, leaving a delinquency of only \$9,991. The Revised School Law of 1855 provides for a similar levy for only one year, which will amount, according to the data found on page 54 of the Auditor's Report, viz.: \$301,858,474 of property, and \$178,877 polls, to the handsome sum of \$123,183. The uncertainty incident to such legislation is enough to damage the reputation and interests of even the best of causes. Were a similar policy adopted, relative to any other great interest of the State, it would be deemed unwise and ruinous in the extreme. It is, however, to be hoped that such expressions as the following will not be lost on the public mind: 'Nearly all the books have been drawn out as much as *twenty-five* times, many of them often, and quite a number of the books are not permitted to remain in the library an hour before they are withdrawn.' Says another, 'our library is doing more good than anything that has ever been done by the Legislature of the State. Great interest is manifested in it here.' The latter remark represents the state of things in a rural district in the oldest vicinity in the State, and the former portrays the condition of the library enterprise in a large river city in the 'pocket.'

"One township reports 1,230 volumes taken out in $3\frac{1}{2}$ months; another 687 in 4 months; another 1,242 in 9 months; another 1,050 in 6 months; another 700 in 9 months; another 1,540 in 10 months; another 2,127 in $8\frac{1}{2}$ months. No two of the said townships are in the same county, and none of these libraries contained more than 330 volumes."

In reference to these libraries our State Superintendent remarks:

"Such an expose would doubtless convince the most skeptical, that a *one*

quarter of a mill property and a twenty-five cents poll tax never accomplished so much for education in any other way, and that it had better be left unrestricted in time, or the period of experiment be prolonged to three or four years. Nothing could be more disastrous, impolitic and unwise than the intermittent policy. Chills and fever are not very desirable, whether real or figurative, and their influence on the body politic, as far as educational interests are concerned, is as unhappy as the veritable tertian on the physical corporation."

EDITORIAL NOTES.

We design, in a few notes, to give some incidents connected with a winter tour which we commenced the 24th of December and ended the 9th of February.

We left Richmond on the evening of the 24th of December for Cincinnati. On Christmas at 12 o'clock we joined, on the Lady Pike, a Madison Packet, the Wayne county Delegation for the Indiana State Teachers' Association. Our delegation, twenty-one in number, constituted nearly the whole number of passengers. The afternoon and evening were spent very pleasantly, and judging from the mirth exhibited one would not think the company belonged to the dignified profession of teaching.

After enjoying for two days the hospitalities of the good people of Madison, and having the pleasure of meeting some of the *live* teachers of Indiana, we left for the East, having, however, the company of our delegation as far as Hamilton, Ohio.

We shall not trouble our readers with an account of the many delays and narrow escapes which we had in railway traveling in consequence of snow banks, collisions, breaking of cars and rails, &c., but shall confine the rest of our notes to educational topics:

NEW YORK FREE ACADEMY.—We visited this Institution the last week in January, which was the week preceding the winter examination.

As some of our readers may not be acquainted with the character of this school, we shall furnish some facts which may be of interest to them.

The Free Academy was established in 1843, in pursuance of an Act of the Legislature, passed the preceding year. It is open to all male students over 13 years of age, who have passed a good examination in Spelling, Reading, Writing, English Grammar, Geography, Arithmetic, Elementary Book-keeping, History of the United States, and Algebra as far as simple equations inclusive, and have attended the Common Schools twelve months.

The Board of Education, which is composed of 44 members, has the power of conferring the usual collegiate degrees, on the recommendation of the Faculty.

The Faculty is composed of 14 professors. There are also 9 tutors. There were in attendance last year 602 students. The course of study comprehends a full course in the Natural Sciences, Mathematics, Ancient and Modern Languages, History, Drawing, Moral, Intellectual, and Political Philosophy.

The building is 125 feet in length and 80 feet in breadth. The height to the

eaves is 65 feet, and to the top of the gable 100 feet. The towers are 110 feet.

The style of architecture is that of the town halls and college buildings of the 14th century.

Dr. Owen, who is known in our colleges as being the editor of several of the Greek classics, is Professor of Ancient Languages. It was through his kindness that we had a good opportunity of observing the arrangements of the building.

Dr. Docharty, author of a work upon Algebra, is Professor of Mathematics. We listened a few minutes to one of his classes in Spherical Trigonometry. There was considerable readiness manifested in the repetition from memory of the most important formulas belonging to this branch. The class gave evidence of thorough drilling.

We were very much pleased with a recitation in Latin that we heard in Mr. Abel's room. He kindly asked us to question the class, which we did, and found them quite prompt and accurate in their answers.

Mr. Abel graduated at this Institution last year, receiving the highest prize. He also received the highest prize in 1854. What he received in the preceding years of his course I am not able to say. The highest prize is \$100, which is given to the one who receives the highest number of medals. Dr. Webster, the Principal, seems to feel a warm interest in the prosperity of the school, and is a man that no doubt has the respect of those with whom he is associated. Dr. Webster's salary is \$3,000 per annum. Dr. Owen's \$2,500, and Dr. Docharty's \$2,000.

PHILADELPHIA HIGH SCHOOL.—We visited this school the first week of February. The examination had just commenced and was to continue three weeks. Within this time both the candidates for promotion and admission are examined.

This Institution was established long before the Free Academy of New York City. We believe the first Principal was Dr. Bache, now the distinguished Superintendent of the United States Coast Survey. His place is at present filled by Dr. Hart, who is the author of a work upon English Grammar.

Dr. McMurtrie, author of a little work called the "Scientific Lexicon," first published in 1847, is still Professor of Natural History in this Institution. He is about 60 years of age but has a healthy appearance and an elastic step.

Mr. Voydes, author of a work on Mensuration, is Professor of Mathematics.

The mode of conducting examinations, is by written answers. The questions are given to the different classes to write down, after which the students are distributed to other rooms, and so seated that no student shall sit near another who has questions on the same branch. They are then kept between two and three hours under the strictest watch, and at the close of this time, the papers containing their answers to the questions are collected and they dismissed.

The Board of Instruction is composed of twelve professors and four assistants. The Principal receives \$2,200 per annum, four of the professors, each, \$1,650, one, \$1,500, four, each, \$1,320, and two, each, \$1,200, one of the assistants, \$600, another, \$500, and the other two, each, \$400.

The Cabinet of Natural History, although not very extensive compared with some collections, is still quite ample for school purposes, and is neatly arranged according to the Cuvierian system.

The building is plain, but very convenient in its arrangements.

LANCASTER COUNTY NORMAL SCHOOL.—This Institution is situated in Millersville, a pleasant village, about three miles from Lancaster, Pa.

Prof. S. F. Stoddard, who is extensively known both in the East and West, through his popular series of Arithmetics, has charge of this school. He is assisted by six teachers. There were in attendance when I visited it about 120 students.

Although this Institution has been in existence less than a year, it has already gained a strong hold on the minds of the people. The advocates of popular education in Pennsylvania look with great interest to the success of this school, and consider that on its fate depends the prospective existence of other schools of like character in different parts of the State.

The thorough modes of teaching which Prof. Stoddard has introduced augur well for the permanency and increase of its reputation, and so long as his services can be secured for its management, we expect its good name will remain. In this school vocal music occupies a prominent place, the exercises in it being ably conducted by Prof. Brooks in addition to his other duties. Prof. Cornwell is one of those companionable men who secure the friendship of all around them. His classes give evidence of careful training.

As proof of the good taste of both Prof. Cornwell and Prof. Stoddard, we would say, that they have become subscribers to the Indiana School Journal.

Nearly all of the students board in the building, which is sufficiently large to accommodate 200 students. The appearance of the building is very fine.

We had the pleasure while in Lancaster of becoming acquainted with Thos. H. Burrowes, Esq., editor of the Pennsylvania School Journal. He is an elderly man and one of the most prominent advocates of the Common School system in the State. The Journal is a private enterprise, and is edited by Mr. Burrowes in addition to his duties as a lawyer, or rather he attends to law in addition to school matters, for the latter seem to be uppermost in his mind. The State has just published a work on "School-house Architecture" which was written by Mr. Burrowes. It is a fine work. He promised to send a copy to our Resident Editor.

COLUMBUS HIGH SCHOOL.—We were well pleased with our short visit to this school. The order was very good and the teacher in the department which we visited, seemed to be well qualified for his position. If we remember right his name is Stetson. He said he had been in the school but a short time. We were disappointed in not meeting our esteemed friend Dr. Lord, who was not in the building while we were there. We had, however, the pleasure of a few minutes interview with the Rev. Mr. Smyth, Dr. Lord's successor as Resident Editor of the Ohio Journal of Education. In losing Dr. Lord from this position, we are glad that his place is to be supplied by one who feels so much interest in the cause of education. Mr. Smyth has been for several years Superintendent of the Public Schools of Toledo. We hope that his career as Editor may be as prosperous as his past course as Superintendent has been honorable.

W. D. H.

SCHOOLS AND COLLEGES.

NORTH-WESTERN CHRISTIAN UNIVERSITY.

This is a new Institution and worthy of being honorably mentioned. Its site is near the North-east corner of Indianapolis, in a large forest.

The west wing of the University building is completed. It cost \$27,000. The style is collegiate-gothic, a rare and most beautiful kind of school architecture. The class-rooms are large, airy, and convenient, and the halls very-spacious. All ancient and modern improvements in beauty, comfort, and durability seem to be combined in the outer and inner structure of this noble edifice.

The charter is liberal—purely democratic and republican, commending the Institution to the patronage of all who admire and seek *truth and goodness*.

The schools of intellectual, moral, natural, and mathematical science, of Ancient language, of English language, and also of didactics, and of law, are in vigorous and successful operation. Young gentlemen and ladies may graduate in the same course, but a "Female Collegiate course" is arranged, appropriate degrees being conferred. The number of students is large and said to be rapidly increasing. The Professors are encouraged by the past, and buoyant with high hopes for the future, and we unite with them our best wishes and efforts for the abundant success of this and every other onward and upward educational movement.

INDIANA UNIVERSITY.

We have received the annual report and catalogue of the State University. By the latter we see that the number of students in the collegiate and other departments, is 207. From the former we extract the following description of the New Building which takes the place of the one destroyed by fire:

"The new University Building is in the collegiate-gothic style—simply and truly carried out. The interior is closely set brick work, the openings of doors and windows on principal front having cut stone dressings, the quoins and gable copings, string and base courses of same material, (a beautiful cream-colored limestone found in great abundance on the ground.) The length of front is 145 feet. The building consists of a center main building, 69 feet by 53 feet, and three stories high, gabled and surmounted by a bell turret about 80 feet high. The chapel 66 by 50, society rooms, committee rooms, and professors' rooms, main hall and passages of communication to the wings, are in the centre building.

"The wings each about 38 feet by 26, are also three stories high, but lower than the centre—with intermediate spaces or side halls in which are placed stairs, (to approach the chapel from either side;) the library, museum, recitation rooms, law lecture room, law library, President's rooms, &c., &c., in the wings."

I T E M S.

The Public Schools of New Albany, after a long suspension, were again put into operation at the beginning of the year. Their system has been considerably modified. They are now under the charge of a Superintendent, Mr. C. Barnes, who is assisted by twenty-two teachers. More than a thousand children are now daily receiving the benefits of faithful instruction in these schools.

There are fifty-six students in the ^{Normal Dep't. of The} High School Department of Richmond Public Schools. These students are regularly taught matters pertaining to practical teaching. Some of them have taught. All expect to, soon, and are availing themselves of extra facilities there afforded to fit themselves for the work.

GEO. S. HOUGHTON, lately a teacher at The New England Normal Institute, Lancaster, Mass., is Principal of the First Ward Grammar School, Indianapolis.

B O O K N O T I C E S.

HARPER'S MAGAZINE.—We have a word to say to the Teachers of Indiana in reference to this Magazine in an editorial point of view. We can speak with some degree of confidence concerning it, because we have been a reader of its pages ever since it commenced.

The first article that we examine is the one contained in the Editor's Table. It is generally a carefully prepared document, and shadows forth the inmost thoughts of some intense thinker; and although the views which it contains are decidedly conservative, yet the conservatism is in almost all cases of a wholesome character.

Next comes the Editor's Easy Chair which is filled with high-toned gossip and instruction. This, together with the Editor's Drawer, which is a depository of sparkling anecdotes, the Teacher can frequently turn to practical account in his profession.

The Monthly Record gives a brief and impartial account of the prominent political transactions of all the civilized nations of the globe.

The body of the Magazine contains many articles valuable to the Teacher. The March number is now (Feb. 22) before us.

The first article is "The Juniata," with six illustrations. As we rode, a few weeks ago, for miles along the banks of this beautiful stream, we wondered why it had never been illustrated in Harper's Magazine, since this stream, with its surrounding scenery, is doubtless one of the finest in the world. Often as we looked out upon its tranquil waters the words of the song,

"Wild roved an Indian girl, bright Alfarata,
Where sleep the waters of the blue Juniata,"

flashed across our mind.

The writer of the article above referred to, also quotes these two lines, but with *flow* in the second line instead of *sleep*. This seems strange, as he must have known that the latter word expresses with so much poetic truthfulness the peculiar tranquillity of the Juniata's waters. To us there is as much difference between the two readings as there is between Bryant's

"From the wood-top calls the crow through all the gloomy day,"

and

"From the wood-top *caws* the crow through all the gloomy day."

The next article is "Commodore Perry's Expedition to Japan," with eighteen illustrations. Then comes "The Story of the Whale," with about twenty illustrations, and a short article called, "Passages of Eastern Travel."

These four articles furnish matter that can be profitably introduced in the instruction of classes in geography, the reading of which would afford a pleasant pastime from the routine of study.

Illustrated geographical articles, and scientific articles treated in a popular manner, constitute one of the most entertaining and profitable features of this Magazine. We must also mention the Literary Notices which we read from beginning to end. These Notices refer briefly to new books and literary items generally.

Heretofore single subscribers have had to pay \$3 a year for this Magazine, except Clergymen who have been supplied at \$2.

When we called on Mr. Harper several weeks ago, we asked why he did not supply Teachers at the same rate as Clergymen, as they would do more for the circulation of the Magazine. He replied that the idea had never occurred to him, and that he believed he would have it changed. On looking over the March number to see whether this idea had been acted on, we were pleased to read in the prospectus, "Clergymen and Teachers supplied at Two Dollars a year," instead of the former reading, "Clergymen supplied at Two Dollars a year."

We advise every Teacher to inclose two gold dollars or a two-dollar eastern bill and send it to New York for Harper's Magazine, and our word for it, if you read all its good articles you will never regret the expenditure.

W. D. H.

We have received from APPLEGATE & Co., Cincinnati, SHEPARD'S CONSTITUTIONAL TEXT-BOOK, a book which though chiefly designed for Schools and Colleges, will be found exceedingly useful and convenient to any one. It contains the Constitution of the United States with the various amendments thereto, with a clear and concise exposition of the powers and duties of the Legislative, Judicial, and Executive Departments of the Federal Government. The work is well arranged, carefully prepared, and well worthy of introduction into our schools. It supplies a want which many of the teachers in our more advanced schools have long felt. For certainly in a Republic, a knowledge of the government under which he lives, and in which, so soon after leaving school, he will be called upon to take a responsible part, should form a part of the education of every pupil.

PETERSON'S FAMILIAR SCIENCE by the same publishers, is, as we know from experience, well calculated to interest scholars in the various branches of Philosophical study.

The principles of Natural Science are applied to the explanation of the most common every-day phenomena. As an illustration of the plan and purpose of the work, we quote a few questions:

"Why will the Sun shining on a fire deaden it?"

"Why will a little oil on the surface of water prevent its freezing?"

"Why does a black sub-soil when ploughed up, after a short time turn brown?"

"Why do wood ashes make hard water soft?"

"Why do stars twinkle more than usual just before a rain?"

Such questions as these awaken interest and give life to Philosophical study. Try it, teachers, and see for yourselves.

AMERICAN JOURNAL OF EDUCATION AND COLLEGE REVIEW.—This Journal, the Prospectus to which may be found among our advertisements, stands at the head of Educational periodicals. The able address on "Unconscious Tuition," by Rev. Mr. Huntington, from which we published a long extract in our last number, was taken from that Journal. Every professional teacher should subscribe for it, and any person interested in educational literature, will find it a most useful and interesting work.

THE NIGHTINGALE. By A. D. FILLMORE, Paris, Edgar Co., Ill. Published by APPLGATE & Co., Cincinnati, Ohio.—Every one who listened to Mr. Fillmore at Madison, will be at once prejudiced in favor of this musical work which has been prepared by him for the use of schools.

We would acknowledge the courtesy of Educational Journals in sending us exchanges many days previous to the issue of our first Number.

We are especially indebted to the following able Educational Periodicals:

Ohio Journal of Education, published at Columbus, Ohio.

New York Teacher, Albany, New York.

R. I. School Master, Providence, R. I.

Pennsylvania School Journal, Lancaster, Penn.

Michigan Journal of Education, Detroit, Mich.

Journal of Education, Toronto, C. W.

South-Western School Journal, Louisville.

American Journal of Education and College Review, New York City.

Ladies' Christian Annual, Philadelphia.

Our thanks are due for various reports of State Superintendents, and also, for the courtesy and friendly notice of the Indiana School Journal, by many papers throughout the State.

THE
Indiana, School Journal.

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NO. 4.

HOW A TEACHER SHOULD SPEND HIS LEISURE
HOURS.

A teacher! A creature both to be envied and commiserated! Envied, because he is preparing, both by precept and example, the young immortal for eternity. Envied, because *his* hand seals the child's passport to eternal life. He is to be envied because he is surrounded by the first, purest, and holiest love, of which earth can boast. He lives in a world of undoubting affection, of *holy, sacred* trust. *Such* are the rich treasures of a teacher's life. But, he is to be commiserated, because he is the victim of the merciless public—because he is a mark for the arrows of hatred, envy, jealousy, bitterness, and falsity. He is to be commiserated, because he is not appreciated nor remunerated. Commiserated because the exacting public make such heavy demands upon him, both mentally and physically, that he is not permitted to live out half his days, but dies prematurely.

But to the question, how a teacher should spend his leisure hours. A subject highly interesting and important, but a more difficult one I cannot imagine: not only from the fact that they have no leisure hours, but also, that *teachers*, as well as *other* people, are creatures of circumstance, and *seem* to be endowed with a variety of tastes and dispositions. Some have an abundant flow of spirits, which must and will be subject to frequent volcanic eruptions; while others are more staid, and view life through a more solemn medium. For the first class, I would suggest a moderate share of amusements; for the other, a faithful performance of a fixed round of duties. I suggest these because I know that the

laws of mind demand such gratification ; and I deem it safe to see that *my sage* advice accords with Nature's laws, that it may not be lost. As my private sympathies are very much with the first class of teachers, I feel more at liberty to mark out for them a course of action. In the first place I would advise, that nature be allowed to re-act—an inevitable result to be sure, but it certainly is well that it be *permitted* to do so. None but the practical teacher knows anything of the internal workings of the mind and heart of the individual who has under his care both the government and instruction of a class of sixty scholars. A quick and ready sympathy, stern judgment and will, together with nice reasoning and discrimination, are the constant demands of the successful teacher. Then follow the misgivings for an error in judgment, and most of all, the never ending call upon the nervous energies, stretching every fibre to its utmost tension, hour after hour, through the whole day. In view of this, I would say, after the hours of school let nature rest. Relieve the effort by a yielding to free, easy, careless, and gay delights. Return to a child-life, laugh and chat with a native unrestrained freedom, yield to a delightful abandon, and spare your face those untimely wrinkles; for the plough of time furrows not so deeply into the brow of youth, as do the cares of the school-room.

Chat merrily with your friends ; laugh, sing, and dance with your brothers, or, if you unfortunately have no brothers, with your *next to*—brothers. Read David Copperfield, or the Arabian Nights ; gallop on horseback into the country, or if in the country, climb the highest hill within your reach, and make merry music from its top. If it be spring, sow flower-seeds in the garden ; if summer, wreath garlands for your hair, or make boquets for your friends. Then when the mind is refreshed and made glad by your superabundant vivacity, turn to your *actual* reading, writing, and study—prepare something new on every lesson you have to teach next day—read politics, religion, and reforms—take a weekly review of national matters both at home and abroad, and a *monthly* glance at the *money market*. I would have the *gentlemen* teachers read often the price of bread-stuffs, for no one knows how soon he may have to buy. It is indispensable that a teacher be an author ; hence, I would advise that he make it a point to contribute weekly to some literary publication—the educational column of a city paper, for instance, or something equally important. I would have him careful to reply to his correspondents as often as once in six

months, and seldom allow a pile of more than a score of unanswered letters to accumulate. Then the sick must be attended to, and he must devote no small share of his *leisure* hours in watching with them. His school will not feel the distraction and extreme fatigue that *he* experiences after a night spent by the sick bed, and as for the *teacher*, he is paid from the *public treasury*, expressly for the *public* good. The people are taxed for him, and why not he be taxed in turn, for them?

Again, another profitable method of spending his *many* leisure hours might be suggested—that of visiting the patrons of the school and impressing the minds of the parents with the fact that they have remarkable children—children of wonderful parts. The result would be obvious,

“For when he falls into and flatters their plan,
They really do think him a *sensible* man.”

If the avocations suggested fail to occupy his hours, and time *hangs heavily*—the moments *will not* fly apace—I would deem the fine arts a favorable employment, or the lady teacher might “take in sewing.” It were a pity that the time were not all occupied, for the teacher, above all, should be an example of industry. Besides the long evenings of leisure there is a whole Saturday of hours. If the making out of the register—settling accounts—teachers’ associations—the receiving and making of calls, should not chance to fill up the time, I would hint as to the propriety of looking in upon one’s wardrobe, to see that all is right there, especially in muddy walking. The pursuit of some branch of study, as one of the modern languages, might not be amiss to the industrious teacher; but it will be well for him to remember that “what is worth doing at all, is worth doing well,” therefore, it will be desirable that he give an example at every recitation of thorough and efficient preparation.

To the systematic teacher, I would suggest a programme of morning, evening, and holiday duties—an hour for recreation, another for review, another for miscellaneous reading, etc. It will be found both pleasant and profitable.

Viewing this subject in a negative light, I propose that a teacher never occupy his leisure hours in any way that will possibly infringe upon his duties in the school-room. His obligations as a teacher are permanent, and every thing else should be made subservient. He should not spend his time in any possible manner so

that an unhappy reflection be cast back upon himself. He should avoid every dissipation that might tend to weaken his moral strength and force of character. He should not keep *late hours*, unless he chance to be under the care of an obliging landlady, who will allow him the benefit of morning dreams. It will be well, too, that the teacher indulge in but a moderate share of social parties, during the fashionable season, as there is danger of even strong minds becoming too much absorbed in the frivolity of the "charmed circle," and even "bright stars" *may* become dimmed. To the unmarried teachers, I would offer a suggestion, that they do not permit too much time to be devoted in giving or receiving attention from "particular friends," *unless* it be those of the same profession: *then of course*, as the conversation will be upon their occupation, it will be *all right*. "But a word to the wise."

Very much I would warn the teacher against venturing his thoughts, during leisure hours, to dwell upon the future, or in any way to be troubled, or to have a care for old age. Let him remember, that "sufficient for the day is the evil thereof," and also, that "all things *will* be added." Let him not be greedy of gain, but rather congratulate himself on the impossibility of violating the injunction—"lay not up for yourselves treasures on earth, where moth and rust doth corrupt." Apropos to this, I would warn him against indulging in speculative reveries, for a fancied *principal* elsewhere might diminish his *interest* in school.

Should any teacher present object to my suggestions and choose to mark out different plans of action or in-action, in the language of Josephus, I would most respectfully say, "I would have every one think that which seemeth best unto him upon this subject, and act accordingly."

But, considering the subject in a serious and true light, I would say, let a teacher study his needs. While out of school his aim should be to fit himself for school duties, for the demands of society upon him, and for a higher and holier life. If the physical demands recreation take it—if the social nature yearns for companionship seek it—if school duties demand an extra mental effort in any direction, *without fail*, make that effort. Live not to gratify selfish ends, or else you are no teacher. Act not in view of a petty recompense, for the world cannot bestow your great reward; *it is too poor*.

Fellow teachers, have you ever considered the sublimity of the profession of the *living, actual* teacher?—impressing mind that will

act on other mind, not only in this life, but through eternity; breathing into an angel-mind the thoughts of your own? You have, entrusted to your care, the germ of society. Then be faithful to this holy trust. *As long as you teach*, let your energies and aims be absorbed in their highest development. Study to unfold your *nobler self* in every possible way, that your presence may be as the sun-light of truth and purity to your sacred charge. To this end, act, think, and read. If you ask the approval of the world, take it; it is yours. The lips may not speak that approval, but the soul's depth throbs it, and the eye reflects it. Blessings upon us are in the heart, although the lips may not acknowledge it. Like the pearls in the bottom of the sea, *they are there*, though the waves fail to bring them to the surface.

But to the *faithful* teacher, there is a greater and nobler reward. It is the consciousness of fulfilling a high and noble destiny; the consciousness of co-operating with the Divine mind—with Him who blessed little children. Then let such as seek for man's highest reward, be faithful, untiring gardeners, in this mental vineyard.

M. W. BROWN.

W O M A N .

By heathen nations, it is believed, that woman has no soul. Talk to the Hindoo of Christian woman—he looks incredulous, and pointing to his humblest beast, “is that a Christian?” Speak to the Chinaman of woman's immortality—he laughs immoderately, then with an air of deep solemnity assures you “that woman cannot live forever, for she was made without a soul.” The same idea prevails to some extent in nations less barbarous. But as civilization advances, light beams upon the path of woman—she rises in the scale of being, is transformed from the abject *thing* to an *individual*, and enlightened nations, with one consent, accord to her a soul.

As we glance over the dark pages of her history, revealing her abasement and degradation, a shivering horror creeps over us, for a moment stopping the life-tide of our being. Turn we then from the soul-sickening picture, and look upon the heaven-favored land in which we live. Surely we can congratulate ourselves, that

brighter auspices have smiled upon *our* birth. Here Christianity sheds her holy light, the seeds of a pure and healthful literature are scattered broad-cast o'er the land, the arts and sciences are liberally cultivated, and learning is universal. And as these mighty agencies, all tending to moral elevation and social refinement, move on, so woman is held in higher estimation, till at the present time, in our own country where society exists in its highest state of enlightenment, she is regarded as *all* soul—aye, she is an acknowledged angel—a pure seraph sent from Heaven to smile on man and win him back to his primeval Eden. 'T is hers to mould the infant mind ; to fashion into fair immortal form the human soul ; to breathe into it the pure air of her native Heaven. 'T is hers to give instruction to the young ; to build up from the "raw material" a pure and holy creation—a noble soul ! 'T is hers to arrest the wayward wanderer whom contact with the wicked world has stained with vice and shame. In seraph-whispers she gently chides the erring one ; then, with a heaven-beaming smile, points upward to that sinless throng, who dwell close by the throne of God. The listener feels an emotion of shame, of deep remorse, then high and holy aspirations fire his soul ; the divine afflatus is upon him, and he goeth to noble deeds.

Possessed of Moses's meekness, Job's patience, Solomon's wisdom, Paul's eloquence, and Abraham's faith, woman is *peculiarly* adapted to teach the Juvenile his A, B, C. And when his "young idea begins to shoot," her skillful hand fits it to bloom in a more genial soil—even on the plains of Paradise. Aye, in her angel smile, her winning words, there is a potency for good, which man with all the might of his athletic arm can never equal. The iron will, the hardened spirit, which man may break but not subdue, bends to the gentler sway of woman. Without the genial influence of her pure spirit, to tame and soften their rougher nature, boys would be barbarous, and man a savage.

This, man, proud man, asserts of woman, and in the honesty of his capacious soul, he never dreams that she is "flesh and blood." Nay, such thought were heathen, base, and pusillanimous. He never dreams that woman's lips partake terrestrial food ; that she luxuriates on real bread and inethereal cheese—the thought were impious ! Nor does he dream her raiment of earthly soil—he doubtless thinks it part and parcel of her heavenly self, and with her sent from seraph-land. Conscience often tells him she is "too pure a thing for earth," yet he feels she has a mission to perform,

and in his heart he piously resolves, that this sin-cursed earth shall not contaminate her spirit, its purity shall not be sullied by wealth's debasing influence, nor shall "filthy lucre" pollute her seraph-fingers.

Mistaken man! your dreams are idle. We are not the pure celestials which you think us. Nay, we are "of the earth, earthy." Your goodly raiment is no less spiritual than ours, your food is as ethereal as that which sustains *our physical*. You luxuriate on corn-dodgers, sausages, and sour-cROUT, so do we; you get enthusiastic with the exhalations of fried onions, so do we. Your study is lighted by gas and warmed by anthracite, so is ours. You buy these creature comforts with "paltry gold," so do we. You often ride in railroad cars, we seldom, but when we do, we *pay three cents a mile*. You snatch up your valise and walk off independently. We pay the baggage-man "a quarter," are stowed into an omnibus among all sorts of traps to endure a most unearthly shaking. You, with "a pocket full of rocks," go where you please, stay as long as you please, "travel,"—"see the world" and its "seven wonders." You buy books and broad-cloth, cavendish and prunella; and often, too, you bestow a goodly sum in charity.

We are neither commercial nor benevolent—we never buy a book nor give a cent to beggars—we never send out missionaries or build asylums—we bestow no benefactions—we are too *miserly*. Yet, notwithstanding our self-hoarding proclivities, you, in the plenitude of your goodness, sometimes influence us to attend a popular lecture or a concert, and magnanimously pay the "quarter," and at its close perhaps you enter an ice-cream saloon, and gallantly spend another "dime" for our especial benefit.

Heaven bless you for your magnanimity! But believe me when I tell you 't is no more revolting to woman's delicacy to pay a "dime" for some trifle now and then, which your gallantry would blush to see her do, than to pay *five* dimes for her dinner.

One dollar constitutes you a member of some musical, scientific, or literary association, but your gallantry decrees that woman shall pay but half this sum; so "fifty cents" makes her an *honorary* member, and newspapers publish pretty paragraphs of "man's beneficence to woman." You pay six dollars for Webster's Unabridged Quarto Dictionary, and does courtesy change the price to three, when woman is the purchaser? Nay, verily, this is a *larger* matter; the purchase-price is equal and the fact remains unchronicled.

Now, we would not go back to the days of barbarism, for it is surely better to be *all* soul, than to have *no soul at all*. But we would apprise you that our spirits dwell in clayey tenements, physical bodies, whose food, clothing, and locomotion are obtained at an expense equal at least to that which you incur for like purposes. Our hearts are no less susceptible to the promptings of benevolence than yours; our purses are as deep as yours, and vastly more empty. Nor would our angelic nature any more shrink from receiving a fair compensation for our services as teachers of the young, than the scanty pittance which is now doled out to us.

If we can teach as well as you, pay us as well, and see if we do not teach a good deal better. True you are stronger than we, but grant that you excel in whipping "big boys," do we not excel as much in the superabundance of pacific "small-talk" so *necessary* in the management of the young.

W. F. W.

SEPARATION OF THE SEXES.

"I am convinced from my own recollections, and from all I have learned from experienced teachers in large schools, that one of the most fatal mistakes in the training of children has been the too early separation of the sexes. I say, *has been*, because I find that everywhere this most dangerous prejudice has been giving way before the light of truth and a more general acquaintance with that primal law of nature, which ought to teach us that the more we can assimilate on a large scale the public to the domestic training, the better for all. There exists still, the impression—in the higher classes especially—that in early education, the mixture of the two sexes would tend to make the girls masculine and the boys effeminate, but experience shows us that it is all the other way. Boys learn a manly and protecting tenderness, and the girls become at once more feminine and more truthful.

"When I have seen a class of girls stand up together, there has been a sort of empty tittering, a vacancy in the faces, an inertness, which made it, as I thought, very up-hill work for the teacher; so, when it was a class of boys, there has been often a sluggishness—a tendency to ruffian tricks—requiring perpetual effort on the part of the master. In teaching a class of boys and girls, accustomed to stand up together, there is little or nothing of this. They are

brighter, readier, better behaved; there is a kind of mutual influence working for good; and if there be emulation, it is not mingled with envy or jealousy. Mischief, such as might be apprehended, is in this case far less likely to arise than where boys and girls, habitually separated from infancy, are first thrown together, just at the age when the feelings are first awakened and the association has all the excitement of novelty. A very intelligent school-master assured me that he had had more trouble with a class of fifty boys than with a school of three hundred boys and girls together, (in the midst of whom I found him,) and that there was no inconvenience resulting which a wise and careful and efficient superintendence could not control. 'There is,' said he, 'not only more emulation, more quickness of brain, but altogether a superior healthiness of tone, body, and mind, where the boys and girls are trained together, and it extends into their after life. I should say, the reason for this is, because it is in accordance with the laws of God in forming us with mutual sympathies, moral and intellectual, and mutual dependence for help from the very beginning of life.'"—*Mrs. Jameson.*

IRISH IMPROVIDENCE.

"Think of to-morrow!"—this is what few Irish peasants ever do, with a view of providing for it: at least few with whom I have had opportunities of being acquainted. They will think of anything—of everything, but that. There is Larry Moore, for example:—who, that has ever visited my own pastoral village of Bannow, is unacquainted with Larry, the Bannow boatman—the invaluable Larry—who, tipsy or sober, asleep or awake, rows his boat with undeviating power and precision?—He, alas! is a strong proof of the truth of my observation. Look at him on a fine sunny day in June. The cliffs that skirt the shore where his boat is moored, are crowned with wild furze; while, here and there, a tuft of white or yellow broom sprouting a little above the bluish green of its prickly neighbor, waves its blossoms, and flings its fragrance to the passing breeze. Down to the very edge of the rippling waves is almost one unbroken bed of purple thyme, glowing and beautiful;—and there Larry's goat, with her two sportive kids—sly, cunning rogues!—find rich pasture—now nibbling the broom-blossoms, now sporting amid the furze, and making the scenery re-echo with their musical bleating. The little island opposite, Larry considers his own particular property; not that a single sod of its bright greenery belongs to him—but, to use his own words, "Sure

it 's all as one my own—do n't I see it—do n't I walk upon it—and the very water that it 's set in, is my own; for sorra a one can put *foot* on it widout me and 'the coble,' that have been hand and glove as good as forty years." But look, I pray you, upon Larry:—there he lies, stretched in the sunlight, at full length, on the firm sand, like a man-porpoise—sometimes on his back—then slowly turning on his side—but his most usual attitude is a sort of reclining position against that flat gray stone, just at high-water mark; he selects it as his constant resting-place, because (again to use his own words) "the tide, bad cess to it! was apt to come fast in upon a body, and there was a dale of throuble in moving; but even if one chanced to fall asleep, sorra a morsel of harm the salt water could do ye on the gray stone, where a living merwoman sat every new-year's night combing her black hair, and making beautiful music to the wild waves, who, consequently, trated her sate wid grate respect—why not?" There, then, is Larry—his chest leaning on the mermaid's stone, as we call it—his long, bare legs stretched out behind, kicking, occasionally, as a gad-fly, or merry-hopper, skips about what it naturally considers lawful prey:—his lower garments have evidently once been trowsers—blue trowsers; but as Larry, when in motion, is amphibious, they have experienced the decaying effects of salt water, and now only descend to the knee where they terminate in unequal fringes. Indeed, his frieze jacket is no great things, being much rubbed at the elbows—and no wonder; for Larry, when awake, is ever employed, either in pelting the sea-gulls (who, to confess the truth, treat him with very little respect), rowing his boat, or watching the circles formed on the surface of the calm waters by the large or small pebbles he throws into it; and as Larry, of course, rests his elbow on the rocks while performing these exploits, the sleeves must wear, for frieze is not "impenetrable stuff." His hat is a natural curiosity, composed of sun-burned straw, banded by a misshapen sea-ribbon, and garnished by "delisk," red and green, his "cutty pipe" stuck through a slit in the brim, which bends it directly over the left eye, and keeps it "quite handy widout any trouble." His bushy, reddish hair persists in obstinately pushing its way out of every hole in his extraordinary hat, or clusters strangely over his Herculean shoulders, and a low-furrowed brow, very unpromising to the eye of a phrenologist:—in truth, Larry has somewhat of a dogged expression of countenance, which is relieved at times, by the humorous twinkle of his little gray eyes, pretty much in the manner that a star or two illumine the dreary blank of a cloudy November night. The most conspicuous part of his attire, however, is an undressed wide leather belt, that passes over one shoulder, and then under another strap of the same material that encircles his waist; from this depends a rough wooden case, containing his whiskey-bottle; a long, narrow knife; pieces of rope, of varied length and thickness; and a pouch which contains the money he earns at his "vocation."

Our portrait of him is sketched on the beach directly under the

old church-yard of Bannow—upon the roof of one of the houses, it may be, for scores of them are buried beneath the sand; and the chimney of the ancient town-hall still exists a mass of coarse mason-work among the graves. The surrounding scenery is more interesting, perhaps, than beautiful; though, to me, there is the beauty of association in every object within ken. But the curiosity, even of a stranger, may be excited by the distant promontory of Bag an-bun, where—

“Irelonde was lost and won,”

seen to great advantage from this particular spot. We may not moralize, however; our intention is to converse with Larry.

“Good morrow, Larry!”

“Good morrow kindly, my lady! may-be ye ’re going across?”

“No, thank ye, Larry:—but there’s a silver sixpence for good luck.”

“Ough! God’s blessing be about ye!—I said so to my woman this morning, and she bothering the sowl out o’ me for money, as if I could make myself into silver, let alone brass:—asy, says I, what trouble ye take! sure we had a good dinner yesterday; and more by tokens, the grawls were so plased wid the mate—the cratur!—sorra morsel o’ pratee they ’d put into their mouths;—and we ’ll have as good a one to-day.”

“The ferry is absolutely filled with fish, Larry, if you would only take the trouble to catch it!”

“Is it fish? Ough! sorra fancy I have for fasting mate—besides, it’s mighty watery, and a dale of trouble to catch. A grate baste of a cod lept into my boat yesterday, and I lying just here, and the boat close up: I thought it would ha’ sted asy while I holloed to Tom, who was near breaking his neck after the samphire for the quality, the gomersal!—but, my jewel! it was whip and away wid it all in a minit—back to the water. Small loss!”

“But, Larry, it would have made an excellent dinner.”

“Sure I’m after telling yer ladyship that we had a rale mate dinner, by grate good luck, yesterday.”

“But to-day, by your own confession, you had nothing.”

“Sure you’ve just given me sixpence.”

“But suppose I had not!”

“Where ’s the good of thinking that, now?”

“Oh, Larry, I’m afraid you never think of *to-morrow*!”

“There ’s not a man in the whole parish of Bannow thinks more of it than I do,” responded Larry, raising himself up; “and, to prove it to ye, madam dear, we ’ll have a wet night—I see the sign of it, for all the sun ’s so bright, both in the air and in the water.”

“Then, Larry, take my advice; go home and mend the great hole that is in the thatch of your cabin.”

“Is it the hole?—where ’s the good of losing time about it now, when the weather ’s so fine?”

“But when the rain comes?”

"Lord bless ye, my lady! sure I can't hinder the rain! and sure it's fitter for me to stand under the roof in a dry spot, than to go out in the *teams* to stop up a taste of a hole. Sorra a drop comes through it in *dry weather*."

"Larry, you truly need not waste so much time; it is ten chances to one if you get a single fare to-day;—and here you stay, doing nothing. You might usefully employ yourself, by a little foresight."

"Would ye not have me desert my trust? Sure I must mind the boat. But, God bless ye, ma'am darlint! don't be so hard intirely upon me; for I get a dale o' blame I don't by no manner of means desearve."

"I'm sorry to hear that, Larry; but your son James, by this time, must be able to assist you."

"There it is again, my lady! James was never very bright—and his mother was always at him, plaguing his life out to go to Mister Ben's school, and saying a dale about the time to come; but I didn't care to bother the cratur; and I'm sorry to say he's turned out rather obstinate—and even the priest says it is bacase I never think of *to-morrow*."

"I'm glad to find the priest is of my opinion: but, tell me, have you fatted the pig Mr. Herriott gave you?"

"Oh! my bitter curse (axing yer pardon, my lady) be upon all the pigs in and out of Ireland! That pig has been the ruin of me; it has such a taste for eating young ducks as never was in the world; and I always tether him by the leg when I'm going out; but he's so cute now, he cuts the tether."

"Why not confine him in a sty?—you are close to the quarry, and could build one in half an hour."

"Is it a sty for the likes of him! cock him up wid a sty! Ooh, Musha! Musha! the tether keeps him asy for the day."

"But not for the *morrow*, Larry."

"Now, ye're at me agin!—you that always stood my friend. Meal-a-murder! If there is n't Rashleigh Jones making signs for the boat! Oh! ye're in a hurry, are ye?—well, ye must wait till yer hurry is over; I'm not going to hurry myself, wid sixpence in my pocket, for priest or minister."

"But the more you can earn the better, Larry."

"Sure I've enough for to-day."

"But not for *to-morrow*, Larry."

"True for ye, ma'am dear; though people take a dale o' trouble, I'm thinking, when they've full and plenty at the same time; and I don't like bothering about it then. Sure, I see ye plain enough, Master Rashleigh. Gad help me! I broke the oar yesterday, and never thought to get it mended; and my head's splitting open with the pain—I took a drop too much last night, and that makes me fit for nothing——"

"On the *morrow*, Larry."

"Faith! ma'am dear, you're too bad. Oh dear! if I had the sense to set the lobster-pots last night, what a power I'd ha'

caught!—they're dancing the hays merrily down there, the cowardly blackguards! but I didn't think——"

"Of the *morrow*, Larry."

"Oh, then, let me alone, lady dear! What will I do wid the oar! Jim Connor gave me a beautiful piece of stong rope yesterday, but I did n't want it; and—I believe one of the childer got hold of it—I did n't think——"

"By dad, I have it!—I can poke the coble on with this ould pitchfork; there's not much good in it; but never heed—it's the master's, and he's too much of a gentleman to mind trifles; though I'm thinking times a'n't as good wid him now as they used to be; for Barney Clarry tould Nelly Parrell, who tould Tom Lavery, who tould it out forenint me, and a dale more genteel men, who were taking a drop o' comfort at St. Patrick's, as how they bottle the whiskey, and salt the mate, at the big house; and if that is n't a bad sign, I don't know what is;—though we may thank the English house-keeper for it, I'm thinking—wid her behavior bonnet, and her yellow silk shawl, that my wife (who knows the differ) says, after all, it's only calico-cotton."

"What do you mean by bottling the whiskey and salting the meat, Larry?"

"Now, don't be coming over us after that fashion; may-be ye don't know, indeed? Sure the right way, my lady, is to have the whiskey on draught; and then it's so refreshing of a hot summer's day, to take a good hearty swig; and in winter—by the powers! ma'am, honey, let me just take the liberty of advising you never to desart the whiskey; it'll always keep the cold out of yer heart, and the trouble from yer eye. Sure the clargy take to it, and lawyers take to it, far before the new milk; and his holiness the Pope—God bless him!—to say nothing of the king (who is the first king of *hearts we* ever had,) who drinks nothing but Iunishown—which, to my taste, has n't half the fire of the rale potteen. It's next to a deadly sin to bottle whiskey in a gentleman's house;—and, as to salting mate;—sure the ould ancient Irish fashion—the fashion of the good ould times—is just to kill the baste, and thin hang it by the legs in a convanient place; and every one can take a part of what they like best."

"But do you know that the English think of *to-morrow*, Larry?"

"Ay, the tame negres! that's the way they get rich, and sniff at the world, my jewel; and they no oulder in it than Henry the Second; for sure, if there had been English before his time, it's long sorry they'd ha' been to let Ireland so long alone."

"Do you think so, Larry?"

"I'll prove it to ye, my lady, if ye'll jist wait till I bring over that impatient chap, Rashleigh Jones, who's ever running after the day, as if he hadn't a bit to eat:—there, d'ye see him?—he's dancing mad—he may just as well take it asy. It's such as him give people the fever. There's that devil of a goat grinning at me; sorra a drop of milk can we get from her, for she won't stand

quiet for a body to catch her; and my wife's not able, and I'm not willing, to go capering over the cliffs. Never mind!"

At last, Larry and his boat are off, by the assistance of the pitchfork, and most certainly he does not hurry himself; but where is Rashleigh going to? As I live! he has got into Mr. Dorkin's pleasure boat, that has just turned the corner of the island, and will be at this side before Larry gets to the other. Larry will not easily pardon this encroachment; not because of the money, but because of his privilege. I have heard it rumored that, if Larry does not become more active, he will lose his situation; but I cannot believe it; he is, when fairly on the water, the most careful boatman in the county; and permit me to mention, in *sotto voce*, that his master could not possibly dismiss him on the charge of heedlessness, because he himself once possessed *unencumbered* property by field and flood, wooded hills, verdant vales, and pure gushing rivers. Those fair heritages are, however, passing into the hands of other proprietors; and the hair of the generous, good-natured landlord has become white, and sorrow has furrowed his brow, long before sixty summers have glowed upon his head. His children, too, do not hold that station in society to which their birth entitles them; and, latterly, he has not been so often on the grand jury, nor at the new member's dinners. The poor love him as well as ever; but the rich have neglected, in a great degree, his always hospitable board. The parish priest told me, in confidence, that all the change originated in our excellent friend's never thinking of TO-MORROW.

OBJECTS TO BE AIMED AT IN TEACHING.

The teacher has a varied task to perform. It is but a part of his duty to fill the mind with knowledge. He must do more. He must labor to prepare the student for life, present and future. He must aim to perfect the man.

The objects claiming a conspicuous place in his profession are *Literary, Scientific, Social, Practical, and Religious*. I propose to offer a few reflections on each, leaving the reader to consider them more fully by the aid of his own reflections, that a just estimate may be made of their importance.

1. A laborer will do most when he can see before him what and how much is to be done. The energy of his performance depends on the interest he feels in the labor, and when this becomes intense, there is no difficulty that may be surmounted but that vanishes at his approach. It becomes the teacher's duty to

spread before the mind of his student the great field of knowledge. History, Eloquence, Poetry, Logic, Intellectual and Moral Philosophy, Biography, &c., should be accurately defined, and their place and importance carefully pointed out, and proper incentives given him to press forward, so that he may make their excellencies his own. He should be taught to feel that his present business is to gather an abundant supply of useful material and lay it away to *season*, so that it may be used at a future day, on any emergency, for whatever labor an eventful life may require him to perform. He should early learn that his taste is not so much to be consulted as his judgment, and that a part of his duty is to *create* an interest when it is not sufficiently felt. He should be taught the value of *time*, and to estimate how much can be accomplished by using, in reading, such intervals as are too commonly wasted. Again, he should be taught the distinction between *light* and *substantial* reading, by showing him the intoxicating and debilitating character of the former, and the nourishing and strengthening character of the latter. The boy that is made to see and feel the seductive and blighting nature of intemperance is much less liable to sip of pleasant wines, and with a better relish partakes of a wholesome rather than a palatable food.

An invaluable aid is now given the teacher in the performance of this task, in our Township Libraries. Our State has taken a wise step in their establishment, and every educator should use his influence to render permanent a policy which may now be regarded as experimental. Party politicians are too apt to see only the increase of their constituents' taxes, while the intelligent statesman regards their cost as met by money which would otherwise be doubled to meet the expenses of criminal suits. The former would content himself in filtering the great river: the latter would cleanse the stream at its source.

2. An acquaintance with the sciences lays a foundation for business life, and prepares the mind for properly comprehending general knowledge. Science is the key by which the book of learning is opened. Mathematics, abstract and mixed, or the science of calculation and law, as it is unfolded by analysis and geometry, and develops the law of organic and animated creation, of the beautiful structure of inorganic matter, and of the system of worlds and comets and suns, should be held up to the student's mind as a field that must be traversed, and without its acquaintance he must be forever excluded from the real beauties of nature, as it is seen

around him, or as it exists in the dark, deep mines. As he comprehends its great utility, so will be his effort to master its difficulties.

3. By social education, I mean the cultivation of the conversation, manners, and habits of the student. The corrupt imagination of man is not more clearly seen in the actions of men than in their language. Bad pronunciation, false syntax, cant-phrases, by-words, provincialisms, and vulgarisms, of various kinds and qualities, are to be met with in every locality. The school-boy is very apt in this kind of learning, and is generally *accomplished* in the imperfections of language before he is past the threshold of literature.

It is not enough that a student understands his subject. His ideas must be correctly expressed. If he violate the rules of grammar in his answer, let him repeat it more correctly. If his term be incorrect, let him find a better. If his pronunciation be bad, correct it. If his ideas be confused teach him method, and whatever may be the occasion, on the play-ground or in the school-room, let him feel the force of the consideration that education must be *practical*,—that habit is second nature, and that if he will become trained “in the way he should go, when he is old, he will not depart from it.”

The mathematics are peculiarly suited to this object, and are worthy to be studied for it, if for nothing else. The accuracy of their definitions, the precision of thought, their methodical arrangement, all combine to render them an excellent means in the hands of the teacher to train the student in good habits of delivery. A good demonstrator has gained a great item in what ought to be meant by a good education. This object is by far too much overlooked in female education, and if she fall below the standard of the opposite sex as a teacher in the higher departments of our schools, it will be found, I think, that this is the secret of her failure. She has not been taught to become an efficient demonstrator, and she therefore fails to make a successful trainer of others. Why should she not rise to the standard that belongs to her, and consider mathematics as much hers as her brother's? Why is she not quite as much in place before the black-board, putting mathematics into good English, and arranging a demonstration too with geometric precision, in true scholastic dignity, as he?

The teacher has here a favorable opportunity to correct improper enunciation and attitudes in standing. Indeed, the school-room in its diversified operations calls for attention to the various movements. The step, carriage, general ease of manner, attitude of sitting, holding the head, command of feet and hands, all require attention where so many are mingling together, that harmony, order, and system may prevail. The whole code of politeness should have its elements taught in the school-room, having as fundamental principles, duty, correct thought, and the dictates of science. As we are thus rationally taught, we learn to make the proper distinctions between that cringing politeness which loves to doff the hat, and lavish terms of flattery, and that which recognizes man as an equal and a brother, and which seeks those terms and gestures which are appropriate to the dignity of his nature, and dictated by christian courtesy. Beauty, dignity, and grace should blend in the accomplished gentleman, and the educator should teach the appropriate obligations of men to each other, and venture to expose the fallacy of that untruthful address which comes from the camps and courts of the old world, and which is wisely forbidden by the Constitution of our country.

4. Practical Education has constantly in view the fact that learning is to be used. It is not enough for the student to do the work indicated in the book; he should see its application to business life. His slight mistakes should be taken behind the counter and estimated in the way of *change*, that he may see the importance of a correct solution. This kind of teaching makes successful business men. The student should be made to feel that a few mistakes would displace him from a good situation, and that no important business can be entrusted to inaccurate workmen.

5. Religious Education is of the greatest possible value. It lies at the foundation of good society, good laws, and good government. A sound morality should be at the core of all learning. The beauty and potency of Truth—honest, unsophisticated *Truth*—a religious sense of right and duty, should be forever held up before the mind of every student. He should be made to feel that with it there is no variableness nor shadow of turning—that no enterprise, individual, business or political, can secure the blessing of Him who presides over the destiny of mortals unless it be undertaken and conducted with an honest regard to His law.

The Bible is given to the teacher and his school for this very purpose. When its contents are impressed on the student's mind,

he will have around his intellect a guard that will curb and elevate his imagination, his curiosity, his ambition, his whole mind. Reason sees its landmarks and is not so ready to rush headlong to its ruin, for it can here be seen that nature and intellect and all things have an Author, and that that Author has given us the Bible as a help to a disordered intellect, to rise to a companionship with him who weighed the mountains, and made the deep places of the seas; who guides the winds and rivers in their courses—spread out the great expanse of the universe and rules it by His will. How beautiful does all nature become when it is seen as the work of God!

How cold and heartless is Atheistical philosophy, and what a fearful thing it has proved in the history of nations. May our State ever seek to incorporate into our system of education an inseparable, indispensable provision that the mind that unfolds its powers under its guardian care, and by the beneficent provision it has made for the diffusion of knowledge, shall daily learn of its accountability to Him in whom we live and breathe and have our being, and who controls the nations of the earth as a man turns the water in his field.

B. C. HOBBS.

WE are indebted to Robert Allyn, Esq., Commissioner of the Public Schools of Rhode Island, and to John D. Phillrick, Superintendent of Common Schools in Connecticut, for copies of these reports. They are ably written. In speaking of District Libraries, Mr. Phillrick says:

"They would tend to create among all classes, especially among the young, a taste for good reading, and, at the same time, supply the materials for it. To do this is undoubtedly one of the greatest benefits that any system of education can confer. Our schools teach the art of reading, but of what avail is this, if there is produced no disposition to exercise it? I call that common school education sadly deficient which falls short of inspiring a love for profitable reading. Without it no one can be said to be well educated. Such a taste is better for a youth just setting out in life, than a patrimony of houses and lands. Riches may take to themselves wings and depart, but this will remain a secure possession.

"Cicero's beautiful encomium on learning may well be applied to it: 'It affords nourishment to youth, and delight to old age. It is an ornament in prosperity, and a solace in adversity. It

pleases at home and does not incumber abroad. A constant companion by night and by day, it attends us in our pastimes and forsakes us not in our labor.'

"The young man who, like Franklin, retires to his closet after the task of the day is ended, to pore over the pages of some great author, is already on the high road to usefulness and honor. On this subject, that great luminary of science, Sir John Herschel, though in possession of abundant wealth, and in the enjoyment of the most learned and cultivated society in the world, says, 'If I were to pray for a taste which should stand me instead, under every variety of circumstances, and be a shield against its ills, however things may go amiss, and the world frown upon me, it would be a taste for reading. Give a man this taste, and you place him in contact with the best society in every period of history—with the wisest and the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but that his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature.'

"Roger Sherman, the patriot of Connecticut, educated himself at the fireside. When a poor shoemaker's apprentice he acquired an unconquerable love of reading and study, and availing himself of every opportunity, became remarkable for the variety and extent of his attainments.

"But it is needless to multiply examples. Almost every self-educated great man, whose name illustrates the annals of our country, might date the origin of his greatness back to the time when he began to take pleasure in the perusal of some instructive volume.

"This taste is seldom awakened except in early life. This propitious period should not therefore be allowed to pass without attending to its cultivation. The school is the appropriate place for its cultivation. The school is the appropriate place for its development, not, however, neglecting any available domestic means and appliances for the same end. And what instrumentality has ever been invented by the ingenuity of man, so potent for the accomplishment of this object, as that of district school libraries, spread all over the State, opening their priceless treasures of wisdom to every child, the poor as well as the rich."

We find so much in this Report that is valuable, that we shall take occasion, at some future time, to give our readers some further extracts from it. In Mr. Allyn's Report also, we find much which is valuable. His articles upon "Changing Teachers," "What is Education," and "The Co-operation of Parents," are excellent. From his remarks on this last topic, we give the following brief extract:

"There is, we know not why nor how produced, an influence in the outward surroundings of childhood, that moulds and fashions character. The aspects of nature, the works of art, that the infant mind looks upon—that his heart clings to—have an almost omnipotent power to make his tastes; and these tastes of his are so closely akin to his moral moods as to do much towards making him virtuous or vicious. If, therefore, parents and the inhabitants of a district would secure their children as much as possible against the early and more insidious approaches of vice and crime, let them all combine to make the school-house a 'thing of beauty,' and therefore to the young scholar 'a joy forever.' Let it be a spot that in his memory shall never become dry and barren of delightful associations; but a spot where unfailing springs of purest thoughts shall always well up; a spot the thoughts of which shall, in the remotest years, not only bring to him a remembrance of childlike innocence, but which shall even, in the midst of a career of sin and crime, remind him of truth and holiness, and tend to recall him to a sense of honor and duty."

Both Reports contain much important statistical information, and that of Connecticut is made especially valuable by cuts and plans of school buildings, which are models of beauty and convenience.

DEARBORN COUNTY TEACHERS' ASSOCIATION. (Organized April, 1855. Met at Aurora, March 8, 1856.)

After the usual business was disposed of, the following preamble and resolution were unanimously passed:

WHEREAS, We are glad to learn that a Normal Department has been opened in Greenmount College (near Richmond), and having full confidence in the ability of its Teachers,

Resolved, That we heartily recommend that Institution to such persons as desire to qualify themselves for teaching.

Appointments for the next meeting as follows:

Rev. T. G. Beharrell, E. W. Burruss, and T. Olcott, to address the audience on Friday evening.

Reports on Saturday, by Miss J. Baldwin, on School Government, and by Miss E. Canon, on Music in Schools, and Mr. Chas. G. Hutton, on Arithmetic.

The following question was proposed for discussion: Should Corporal Punishment be entirely excluded from the School-Room?

A committee of three was appointed to examine the various text-books upon Geography, and report at the next meeting the one best adapted to the wants of our Public Schools.

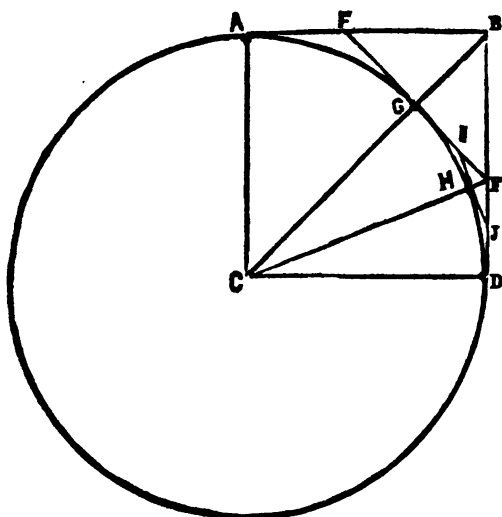
On motion, the Association adjourned to meet at Wilmington, on the 18th and 19th of April next.

THOMAS OLCOTT, *Secretary*.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

SOLUTION No. 1—By THE EDITOR.

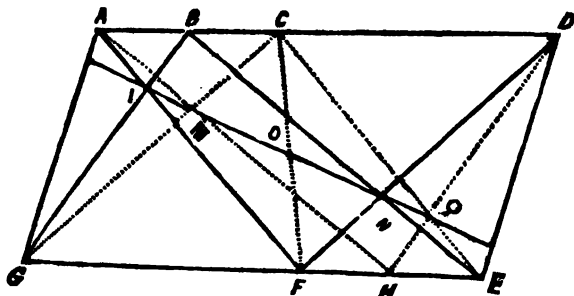


On the given radius CD describe the square $ABCD$ and draw BC . At G draw EF at right angles to BC and join FC , and at H draw IJ at right angles to FC , then will IJ be a side of a regular polygon of sixteen sides circumscribed about the given circle. The proof of this is so obvious that it needs no demonstration. But Mr. Stevens says that what he meant by a geometrical solution was to find an analytical expression for the side of the polygon without resorting to trigonometry. This makes the problem more difficult. But the above purely geometrical solution furnishes us the means of obtaining an analytical expression.

Let the radius be 1, then $CB = \sqrt{2}$ and $GB = GF = FD = \sqrt{2} - 1$. $FD^2 + CD^2 = CF^2$, or $4 - 2\sqrt{2} = CF^2$, or $CF = (4 - 2\sqrt{2})^{\frac{1}{2}}$, whence $FH = (4 - 2\sqrt{2})^{\frac{1}{2}} - 1$. Since FDC and FHJ are similar triangles we have $FD : CD :: FH : HJ$, or $\sqrt{2} - 1 : 1 :: (4 - 2\sqrt{2})^{\frac{1}{2}} - 1 : HJ$ whence $HJ = (4 + 2\sqrt{2})^{\frac{1}{2}} - \sqrt{2} - 1$. This expression doubled gives the analytical expression for the side of a regular polygon of sixteen sides when the radius of the inscribed circle is 1.

[No. 1 was also solved by Thomas Charles, E. Brooks, and R. W. McFarland.]

DEMONSTRATION OF No. 2.—BY E. M. STRIBBLING.



B and F are any two points in the opposite sides; I and N their intersections. Draw A H parallel to B E and join H D; also draw G C parallel to F D and join C E, making two other intersections, M and Q. The triangles E Q N and A I M are similar and equal in all respects, and Q N is parallel to I M, and if they be produced they will form two other similar and equal triangles F O N and C O M, making $FO = CO$, and consequently meeting C F in the same point and bisecting it, thus forming one and the same straight line and passing through the centre of the figure, therefore, bisects it; that is, the line passing through I and N bisects the parallelogram. Q E D.

This demonstration of Mr. Stribbling's leaves out considerable of the reasoning by which he arrived at certain conclusions, and will perhaps be somewhat obscure to those who have not had much practice in geometrical reasoning.

[This theorem was also demonstrated by Jacob Staff.]

Mr. Stribbling asks in reference to No. 5: "Should not the horizontal angle at which the ball is to be projected be required in the question?" He adds, "I conceive you cannot give any horizontal angle you please."

Mr. Stribbling is right. When Mr. Staff first sent the problem he had *required* instead of *given*, and afterwards sent a letter saying that *given* should be used instead of *required*, and since that, has written "It was superfluous to propose it as a 'given angle.'"

CORRECTIONS.—In No. 8, in the February Number, read 39 instead of 38. In the first line of the "*Mathematical Items*," in the March Number, insert the minus sign between *and* and *were*.

PROBLEM No. 10.—BY JER. SMITH.

Being called on to measure a triangular piece of ground, two sides of which I found to be 24.96 and 41.28 perches respectively, but by mistake the base was put down 4 perches longer than it really was, by which error, the content came out 30 square perches less than the true content. Required the content.

PROBLEM No. 11.—BY J. R. WOODFILL.

The radius of a circle being 4,000 miles, required the length of the *external segment* of the secant of an arc, which measures 3,000 miles on the circumference.

PROBLEM No. 12.—By E. M. STRIBBLING.

$$\text{Given } xy + z^2 - y^2 = 56,$$

$$x^2 + z^2 - y^3 = 4,$$

$$x^3 - z^2 + y^3 = 8, \text{ to find } x, y, \text{ and } z.$$

PROBLEM No. 13.—By THE EDITOR.

Prove that $(\sin a \pm \sin a\sqrt{-1})^n = \cos na \pm \sin na\sqrt{-1}$.

MATHEMATICAL ITEMS.

Problem No. 13 is taken from the Senate-house examination papers of 1830 of the University of Cambridge, Eng. These papers are used in the examination of candidates for mathematical honors.

In the first printed book on Algebra by Lucas de Burgo, a Franciscan, the letters *p* and *m* were used for + and —, and the rule laid down, that *plus* multiplied by *minus* gives *minus*, but *minus* multiplied by *minus* gives *plus*.

Albert Girard, a Flemish mathematician, whose principal work, *Invention Nouvelle en Algebre*, was printed in 1669, was the author of the figurative expression, which gives to negative quantities the name of *quantities less than nothing*.

DEATH OF STURM.—The correspondence of Jerome Nickles, dated Paris, January 5, 1856, announces the death of the celebrated M. Sturm. Our mathematical readers will remember that he is the author of that beautiful algebraic theorem that enables us to ascertain the number of real roots belonging to an equation of any degree.

Sturm succeeded Ampere in the Institute of France, and it is said he was in many respect like him. "He was, like him, candid, indifferent to the wealth and show of the world, gifted with an inventive mind united with an encyclopedic range of knowledge, neglected or even disdained by those skilled in office seeking, but exerting a high influence over the youth of schools who admire genius, and possessing, without having desired it or hardly knowing it, an immense popularity."

"He died at the age of 51 years, in consequence of a moral as much as physical malady, which for some years has prevented his laboring for the progress of Science."

It is said that M. Sturm was the author of a remarkable theorem on the variation force which undergoes when a sudden change is given to the parts of a system in motion.

EFFECTS OF MECHANICAL SKILL.—"A bar of iron valued at \$5, worked into horse-shoes, is worth \$10.50; needles, \$355; penknife blades, \$3,285; shirt buttons, \$29,480; balance springs of watches, \$250,000. Thirty-one pounds of iron have been made into wire upwards of one hundred and eleven miles in length, and so fine was the fabric, that a part of it was converted, in lieu of horsehair, into a barrister's wig."

EDITORIAL MISCELLANY.

BOSTON SCHOOLS.

The Report of the Superintendent of the Public Schools of Boston, is before us. By the provisions of the Revised City Charter, adopted in 1854, the School Board consists of seventy-four persons, of which the Mayor of the City and the President of the Common Council are members *ex officio*. Of this Board one-third retire at the end of each year. This arrangement gives that stability and regularity to the School System, which is so necessary to its success. During the year one large Grammar School-House has been completed, and three others are in process of erection. A liberal course of High School studies for Girls has also been introduced, the Normal School which was not long since established having, by the action of the present School Board, also become a High School for Girls. That Boston, with its liberal provisions for education in other respects, could so long have neglected such provision for Female education, is certainly a singular omission. The Superintendent very cautiously, but still very decidedly, attacks the system of separate schools for Girls and Boys, and recommends in the new school-houses soon to be opened, provision be made for their education together. We are glad to see this recommendation from Mr. Bishop, and we are also glad to see evidence of a true and healthful state of public opinion on this subject. If the old conservative cities of the East, after having tried this plan so long, are now inclined to give it up, it will not be without its effect elsewhere. Not only is this sentiment beginning to be felt in Boston, but also in other cities at the East. Salem, after a long trial of the system, has discarded it. Worcester did so some time ago.

But to return to our Report: From the tables which accompany it we see that there are 23,529 pupils in the various Public Schools of the city. In the High Schools, 495. In the Grammar Schools, 10,629. In the Primary, 12,405. Number of Teachers employed, 424. The value of School Estates is estimated at \$1,452,300. The amount expended for Public Education during the past year, exclusive of School buildings, is \$291,006.95, or at the rate of \$12.25 per scholar. Honor to Boston! the city which first resisted the unjust taxation of the English Government, now taxes herself for the education of her youth, more than that same government does for its seventeen millions of people.

A bevy of little children were telling their father what they got at school. The eldest got grammar, geography, arithmetic, etc. The next got reading, spelling, and definitions. "And what do you get, my little soldier?" said the father to a rosy-cheeked little fellow who was at that moment slily driving a tenpenny nail into a door-panel. "Me!—oh, I gets readin', spellin', and spankin's."

PREMIUMS FOR SCHOOL STRUCTURES, FURNITURE, AND APPARATUS.

The State Board of Agriculture have offered the following premiums for superior school architecture and corresponding furniture:

For the best high school building, complete and ready for occupancy, including external finish and internal arrangement, embracing, also, inclosure, facilities for ventilation, completeness and economy of heating the same, a copy of Colton's Atlas of the World in 2 vols. folio, valued at \$27.00, will be given as a premium.

Competitors for this premium must submit a perspective view of their building, plat, and inclosures, accompanied with ground-plans of several floors, with a section exhibiting the ventilation and heating arrangements, together with the external dimensions of the edifice, its several stories and apartments.

For the best rural school-house, complete and ready for occupancy, including external finish and internal arrangements, embracing also a lot containing not less than half an acre of land, the inclosure of the same, with appropriate out-buildings, facilities for ventilation, completeness and economy of heating the same, a pair of globes valued at \$25.00, will be given as a premium.

Competitors for this premium must submit a perspective view of their building, lot, and inclosure, accompanied with ground-plans of its school-floors, with a section exhibiting the ventilation and heating apparatus, together with the external dimensions of the edifice, its several stories and apartments.

For the best high school furniture and apparatus, including desks and chairs for teachers and pupils, blackboards, maps, globes, and other geographical, astronomical, and philosophical apparatus, in value not less than \$10.00, a copy of Smith's Dictionary of Greek and Roman Biography and Mythology in 3 vols. 8 vo., valued at \$15.00, will be given as a premium.

For the best rural district school furniture and apparatus, embracing chairs and desks for teachers and pupils, blackboards, maps, and other geographical and astronomical apparatus, in value not less than \$50.00, a copy of Webster's Quarto Dictionary and Lippincott's Gazetteer, valued at \$10.00, will be given.

Competitors for the aforesaid premiums must furnish the committee of award a perspective view of their respective school-rooms, exhibiting said furniture and apparatus, as far as practical.

It may very properly be asked, how can districts compete for such premiums, since the school-houses are all erected and furnished at the expense of the township and under the supervision of the trustees, whose duty would require them to adopt a uniformity of plan, finish, and furniture, that would forbid all idea of competition for such premiums on the part of individual districts? It can be done in the following manner, which was doubtless the method contemplated by the State Board in offering the aforesaid premiums. The people of a given district, if they wish for a superior structure and corresponding furniture, may say to the trustees, we will furnish the extra means to erect a school-house of improved model, and provide apparatus and furni-

ture to match, if the Board will give us our due share of the school-house erection fund and permit the district to build the house on their own plan. Thus the way for competition is open, and the inducements for prompt and liberal action neither few nor small.—*SUP'T PUB. SCHOOLS.*

From our friend J. A. Gilkey, of Alamo, Indiana, we have received the following information in reference to Educational matters there. He writes thus: We have a flourishing Teachers' Association in this county. It was organized three years ago, and holds its sessions quarterly. The last meeting was held at Darlington and was very interesting.

Officers of the Association: Dr. J. W. Florer, President; James Simpson, Vice President; J. A. Gilkey, Secretary; John W. Copner, Treasurer.

The next session will be in Ladoga on the last Friday and Saturday in May. Free Schools have generally closed in this county. Subscription Schools will be opened during the Summer. New and commodious houses will generally be erected throughout the county this season. Mr. Gilkey, who has long been engaged in teaching, is about to leave the profession, having assumed the editorial management of the *Montgomery Journal* in Crawfordsville. We most heartily wish him success in his new vocation, but trust he will not lose any of his interest in the cause to which he has devoted so many years of his life.

EVANSVILLE COMMERCIAL COLLEGE.

We call attention to the advertisement of this Institution, as one well deserving the patronage of those looking forward to a Mercantile Education. It has been in existence nearly four years, and is steadily increasing in numbers and popularity. Mr. Behm, the Principal, performs all that he promises. The course and instruction is so well adjusted that the student is made practically as well as theoretically acquainted with the science of accounts. In one particular department—the opening and closing of books—the student acquires an amount of practical information, which would require the daily routine of the counting-room years to accomplish. We can, therefore, most cheerfully commend Mr. Behm to the patronage of our intelligent community.

In making the above statements we speak advisedly and from experience, as we have been under Mr. Behm's instruction. E. P. C.

The Fourth Annual Report of the Superintendent of Public Instruction of Indiana is received. It is full of interesting matter and important statistics, and we shall frequently have occasion to extract from it for the *Journal*.

ERRATA.—We stated in our last number that the number of students in the High School at Richmond, was 56. We should have said in the *Normal Department* of the High School. The word "vicinity" in the tenth line from the bottom, in the article on "Township Libraries," should be "county."

THE NEW SPEAKER.—The career of Mr. Banks is full of interest and hope, more especially to the young. He has risen to his present post from the humblest life. His early days witnessed him struggling with poverty, and when a boy of 15 years, working sixteen hours a day in the machine shop of the Boston Manufacturing Company, at Waltham. He was born in 1816, and is 40 years old. His first appearance in public, except in a dramatic club formed by the young men of Waltham, was as a temperance lecturer, making his *debut* in Watertown. He read from manuscript before him. It was a creditable production. He subsequently obtained much skill as a speaker, in the debating club of the town. From that period, some fifteen years, to the present, he has engaged more or less in politics. His thirst for knowledge has always been very marked; and to gratify it, while in the machine shop, he regularly spent the hours after work until midnight.

In 1848, he commenced the study of law in the office of the late Robert Rantoul, Jr. In 1849, '50, '51, and '52, he represented his native town in our Legislature; and in '51 and '52, was chosen Speaker. He was also elected President of the Constitutional Convention, one of the most marked gatherings ever held in Massachusetts. He was elected to Congress in 1852, and again in 1854. On the last day of *nine weeks'* continuous balloting, he is elected Speaker of the House; a culminating point, we happen to know, of his oft-cherished ambition.—*Boston Bee*.

STRIKE THE KNOT.—When we were boys, little fellows, our father began to teach us to work, and we were anxious to perform the allotted tasks. We were splitting wood. A rough stick, with a most obstinate knot, tried all the skill and strength of a weak arm, and we were about to relinquish the task when father came along. He saw the piece of wood had been clipped down and the knot hacked around, and took the axe, saying, "Always strike the knot." The words have always remained safe in my memory. They are precious words, brethren. Never try to shun a difficulty, but look it right in the face; catch its eye, and you can subdue it as a man can a lion. It will cower before you and sneak away and hide itself. If you dread difficulties, they will grow upon you till they bury you in obscurity.—*Mass. Teacher*.

BOOK NOTICES.

Mathematical, Optical, and Philosophical Instruments, by BENJAMIN PIKE, JR., OPTICIAN. 2 Vols. Second edition; Enlarged; 1856. (Published and sold by the author at his Optical, Mathematical, and Philosophical Instrument Manufactory, 294 Broadway, New York.)

This work contains 750 pages, and upwards of 750 engravings. These engravings, which are very neatly executed, are mostly designs from instruments in the author's establishment. When we were in New York we visited this establishment, in company with Prof. Stoddard, who wished to purchase apparatus for the Lancaster County Normal School. The building is five

stories high, and is literally filled with instruments, barely leaving space for visitors to examine them.

The object of the work before us is to aid Professors of Colleges. Teachers, and others, in the selection and use of illustrative apparatus, in every department of science.

Although Mr. Pike says in his preface, "He wishes it borne in mind, that he is not a man of letters, but a mechanic,—a practical workman; this will account for whatever imperfections may be found in style, arrangement, &c;" we think we shall be able to show, by some extracts from the work, that he has succeeded in giving very accurate and creditable descriptions. We extract the following from page 219, vol. 1:

"Apparatus to fire Gunpowder in Vacuo.—(Fig. 229.)—This apparatus consists of a bell glass, with brass cap, having a large stop-cock and funnel; in the key of the stop-cock there is a cavity, into which a small quantity of powder falls; on turning the key a little, the aperture is entirely closed, and when half round the powder falls on a round piece of iron, previously made red hot, and supported on a stand within the bell glass receiver. The powder will burn, but no explosion takes place; the smoke remaining at the bottom. Caution is required in performing the experiment, and the bell glass should be exhausted after each charge is burnt. Price, \$4.50.

We make the following extracts from pages 92 and 93, vol. 2.

"Apparatus for showing Specific Heat.—(Fig. 550.)—In this arrangement there is a wooden base supporting five glass tumblers, over which there is a metallic frame, having a hoop over each tumbler, to each of which there is suspended near the bottom by a cord, a metallic ball; two of the balls are of iron, one of copper, one of tin, and one of lead, each weighing exactly half a pound. To use, they are to be suspended by their cords in boiling water, and each will be heated to 212 degrees; they are then quickly suspended in the separate tumblers, each containing exactly the same quantity of cold water, and all of the same temperature. As the quantity of water and the temperature in each vessel is the same, and the five balls of equal weight, we should suppose that the water would be equally heated, but we shall find that the lead will raise the temperature the least, the tin more, the copper more yet, and the iron most of all, each imparting a different quantity of heat, except the two iron balls, which will be alike. The heat imparted by each ball to the water in which it is immersed is called its specific heat. Price, \$4.00."

"The Conductometer.—(Fig. 552.)—The conductometer is an instrument for illustrating the relative conducting power of different metals, and consists of a circular plate of brass, with a hole in the center, the edge perforated with holes, into which are inserted rods of different metals, of the same size and length, each having a small cavity in its extremity for holding a piece of phosphorus. On holding the plate over the flame of a spirit-lamp, the heat will be conducted along the different metallic rods, inflaming the phosphorus first in that which is the best conductor, and in the others according to their conductivity. The arrangement usually is copper, brass, iron, tin, zinc, lead, and glass. Price, \$1.75."

We have not space to present any further extracts from the work, but must pass to the notice of a little volume handed to us by Mr. Burgess, of the firm of Burgess & Co. It is entitled "*Five Hundred Mistakes Corrected.*"

The object of this little book is to correct the common errors of conversation.

The writer says "that the most prominent error in the conversation of those who commit the most blunders, does not consist in saying too little that amounts to much, but too much that amounts to little." This sentiment, in another form, has been expressed by Shenstone, the man that Turkerman has taken in his "*Characteristics of Literature*," to represent the *Dilettante*. He says, "The common fluency of speech in many men, and most women, is owing to the scarcity of matter and the scarcity of words; for whoever is master of a language, and moreover has a mind full of ideas, will be apt, in speaking, to hesitate upon the choice of both; but common speakers have only one set of ideas and one set of words to clothe them in,—and these are always ready at the mouth. Just so, *people can come faster out of a church when it is almost empty than when a crowd is at the door!*"

To give an idea of the nature of the mistakes corrected, we shall make a few extracts. The mistakes are numbered.

"1. 'The business would suit any one who *enjoys bad health*.' [From an advertisement in a daily newspaper of New York.] Few persons who have bad health can be said to *enjoy it*. Use some other form of expression: as one in *delicate health*, or, one *whose health is bad*."

"77. The following equivocal notice is said to swing out on a sign-board somewhere in the western country: 'SMITH & HUGGS—SELECT SCHOOL.—*Smith teaches the boys and Huggs the girls.*' *Huggs needs correction!*"

The writer might have inserted along with this the following equivocal stanza, which though old, is nevertheless good to illustrate the importance of punctuation:

There is a lady in the land,
Who has twenty nails on each hand,
Five and twenty on her hands and feet,
All this is true without deceit.

This may be so punctuated that no one would deny the truth of the assertion, and that too without changing the order of any of the words.

"271. An injudicious disposition of a clause in a sentence frequently creates great merriment in the reading. In Goldsmith's 'History of England,' a book remarkable for its carelessness of style, we find the following extraordinary sentence, in one of the chapters of the reign of Queen Elizabeth: 'This' [a communication to Mary Queen of Scots] 'they effected by conveying their letters to her by means of a brewer *that supplied the family with ale through a chink in the wall of her apartment.*' A queer brewer that—to supply ale through a chink in the wall! This they effected by conveying their letters to her through a chink in the wall of her apartment, by means of a brewer that supplied the family with ale."

Poor Goldsmith! he suffered much while living, and must be laughed at when dead. His histories have long furnished materials for the grammatical critic. Who that has studied grammar does not remember the criticism in reference to Goldsmith's language concerning Carthage.

Goldsmith's blunders are not so laughable as some that appeared several years ago in an advertisement, found in the Plymouth Banner, an Indiana paper:

"LOST.—A small lady's watch with a white face, also two ivory young ladies' work boxes. A mahogany gentleman's dressing case, and a small pony, belonging to a young lady with a silver mane and tail "

We do not pretend to say that this advertisement was a sober affair, but the following from another newspaper was: "*A public dinner was given to the inhabitants of roast beef and plum pudding.*"

The following we saw credited to the Albany Express, before the publication of the "Five Hundred Mistakes Corrected:"

"460. A grammatical play upon the word *that* :

'Now *that* is a word which may often be joined,
For *that that* may be doubled is clear to the mind;
And *that that that* is right, is as plain to the view,
As *that that that that* we use is rightly used too;
And *that .hat that that that* line has in it, is right—
In accordance with grammar, is plain in our sight.'

But is 460 a mistake corrected? We might ask the same about several other numbers in the work. We hope that the author who has seen fit not to give his name, will in the next edition add:

501. Those things should not be classed as mistakes which are not mistakes.

Other criticisms might be made, but we must dismiss the subject by saying that this book, together with "*Hurd's Grammatical Corrector*" which we have conned for years, forms a tolerably full list of the common errors of speech.

We pass now to a notice of "*Cousin's Elements of Psychology*," translated from the French by Dr. Henry. The fourth edition has lately been published by Iverson & Phinney. The copy before us, we received when in New York, from Mr. Iverson. We have always had a great love for metaphysical and ethical philosophy, and were never better entertained than when we read several years ago "*Morell's History of Modern Philosophy*," an octavo volume containing about 710 pages.

Morell calls Cousin "one of the first of living philosophers." The distinguished Scottish Metaphysician, Sir Wm. Hamilton, is the great opponent of Victor Cousin. Sir William, in common with the English and Scottish schools of modern times, contends that "The Absolute is altogether inconceivable, every notion we have of it being simply a *negation* of that which characterizes finite and conditioned existence." But Cousin claims that "The Absolute can be grasped by reason, and brought within the compass of real consciousness." The review of Cousin's "*Cours de Philosophie*," which appeared in October, 1829, in the Edinburgh Review, was written by Sir Wm. Hamilton. In a note on this article as it appears in a volume of his writings called "*Discussions on Philosophy and Literature*," he states that he was requested to write the article by Prof. Napier, who was then editor of the Review, but that he was personally averse to the task. He adds, "But, moreover, I was still further disinclined to the undertaking, because it would behoove me to come forward in overt opposition to a certain theory, which, however powerfully advocated, I felt altogether unable to admit; while its author, M. Cousin, was a philosopher for whose genius and character I already had the warmest admiration,—an admiration which every succeeding year has only augmented, justified, and confirmed. Nor, in saying this, need I make any reser-

vation, for I admire, even where I dissent; and were M. Cousin's speculations on the Absolute utterly abolished, to him would still remain the honor of doing more himself, and of contributing more to what has been done by others, in the furtherance of an enlightened philosophy, than any other living individual in France—I might say in Europe.

In the *Biblical Repository* and *Princeton Review*, for January, 1839, which was issued shortly after the publication of the second edition of Prof. Henry's translation of "*Cousin's Psychology*," there appeared an article which represented Cousin as a Pantheist; denying the personality of God; as denying also the essential difference of Right and Wrong; and as maintaining a scheme of Fatalism. In the third edition, published in 1841, Prof. Henry devotes about twelve pages to show that "On each and every one of these points, Cousin STRENUOUSLY MAINTAINS DOCTRINES PRECISELY THE REVERSE OF THOSE IMPUTED TO HIM." In the edition before us he devotes forty additional pages, in answer to the *Princeton Review*.

The Introduction contains a fuller account of the life of Cousin than is given by Morell. It states that he is now living retired from public life, occupied in his favorite studies.

We have not space to give any of Cousin's views, but will say that every teacher who desires a reputation for general scholarship should know something of the views of all the great metaphysical writers. W. D. H.

PENNSYLVANIA SCHOOL ARCHITECTURE. THOMAS H. BURROWES, EDITOR.—By an Act of the Pennsylvania Legislature, passed May, 1854, "the Sup't of Common Schools was authorized to employ competent persons to submit plans and drawings for School-House Architecture, and in case such plans and drawings should be approved, the Superintendent was further directed to have them engraved and printed, and a copy was to be furnished to each School District.

The design of the Legislature has been construed liberally, and this work, of which a copy has been sent us, not only contains plans and drawings of buildings, but is also a full and well arranged treatise on the grading and location, the lighting, heating, and ventilation, and on the furniture and apparatus of school-houses. It is accompanied with exact specifications and estimates, and forms a handsome volume of nearly three hundred pages, containing engravings of many of the most beautiful school structures in the State. The plans and drawings are prepared by Messrs. Sloan & Stewart, Architects, Philadelphia. The effect of such wise and liberal legislation will be seen not only in improved school buildings throughout the State, but in an increase of interest in Education, for the two are inseparably united. Make the school-room, the home of our youth, the scene of our recreations and youthful labors, as attractive as possible. Let it be of such a character as to cultivate the taste and finer feelings of youth. The Old World has lavished its wealth in palaces and cathedrals, to gratify the vanity of monarchs and churchmen. Our palaces should be our school-houses,—the only palaces which Republics should build.

We welcome this contribution to the cause of education. Its value is not local. Our Township Trustees, and all who have charge of the building of school-houses, should obtain this work. Our State last year expended nearly three hundred thousand dollars in the erection of school buildings. It is due

to our children and to ourselves, that these structures should be tasteful in their architecture, well warmed and ventilated, and conveniently arranged, and the Pennsylvania School Architecture will give most valuable assistance in all these respects.

THE WORD-BUILDER, OR FIRST LESSONS IN READING. By Richard G. Parker. A. S. Barnes & Co., New York, Publishers.

A PRACTICAL GRAMMAR, in which words, phrases, and sentences are classified according to their offices and relations to each other, illustrated by a complete system of Diagrams, by S. W. Clark. Published by Barnes & Co., New York. This work has reached its fiftieth edition, which is certainly proof positive of its popularity. We have as yet had no time for its examination.

SCHOOL REGISTER, for the use of Teachers, recommended by the State Board of Education. By H. N. West. Published by Stewart & Bowen, Indianapolis.—It is well arranged for a school register, and is in general use throughout the State. The same firm also publish a "Class Book" for recording the recitations of scholars and to show their general standing in their classes. Many, perhaps most, teachers find much advantage in keeping such records, for which this book is well arranged, though in our own experience we have never seen the necessity or advantage of them.

Among the most valuable contributions to Educational Literature, is "Barnard's National Education in Europe." The author, Henry Barnard, L.L. D., formerly Superintendent of Schools in Connecticut and afterwards in Rhode Island, has given the cause of Education many valuable works, among them a very able one on School Architecture. The treatise to which we now refer, is the result of a most careful and elaborate examination in every department of Education in the principal countries of Europe. Probably there is no work published containing so full and reliable information on this subject as this, and it presents not only the views of the author, but also those of the ablest Statesmen and Educators, and their experience in organizing and perfecting educational systems.

It makes a volume of 900 pages. Price \$3.00. It may be obtained by addressing Cowperthwait & Co., Philadelphia.

MY FIRST EXERCISES IN COMPOSITION WRITING. By an Experienced Teacher. Published by Robinson & Richardson, Boston.—The publishers of this little work say it is their design to render the exercise of composition not only easy but pleasant.

It contains some valuable suggestions and models, together with necessary information in regard to the punctuation and capitals with the simple tenses of verbs most frequently used incorrectly. It has also blank space for 16 compositions, each with a neat and tasteful heading. We think teachers will find it very useful.

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NO. 5.

PRIMARY SCHOOLS OF GERMANY.

EXERCISES IN THINKING. KNOWLEDGE OF THE WORLD; OF
NATURE; OF SOCIETY.

In the "Study-Plans" of all the schools in the north of Prussia, I found most, and in some of them all, of the above subjects of lessons. To each was assigned its separate hour and place in the routine of exercises. For brevity's sake, however, and because the topics naturally run into each other, I shall attempt to describe them together.

These lessons consisted of familiar conversations between teacher and pupils, on subjects adapted to the age, capacities, and proficiency of the latter. With the youngest classes, things immediately around them; the school-room and the materials of which it had been built; its different parts, as foundation, floor, walls, ceiling, roof, windows, doors, fireplace; its furniture and apparatus; its books, slates, paper; the clothes of the pupils, and the materials from which they were made; their food and play-things; the duties of children to animals, to each other, to their parents, neighbors, to the old, to their Maker; these are specimens of a vast variety of subjects embraced under one or another of the above heads. As the children advanced in age and attainments, and had acquired full and definite notions of the visible and tangible existences around them, and also of time and space, so that they could understand descriptions of the unseen and the remote, the scope of these lessons was enlarged, so as to take in the different kingdoms of nature, the arts, trades, and occupations of men, and the more complicated affairs of society.

When visiting the schools in Leipsic, I remarked to the superintendent, that most accomplished educationist, Dr. Vogel, that I did not see on the "Study-Plan" of his schools, the title, "Exercises in Thinking." His reply was, "No; for I consider it a *sin* in any teacher not to lead his pupil to think, in regard to all the subjects he teaches." He did not call it an omission or even a disqualification in a teacher, if he did not awaken thought in the minds of his pupils, but he peremptorily denounced it as a "*sin*." Alas!

thought I, what expiation will be sufficient for many of us who have had charge of the young!

It is obvious from the account I have given of these primary lessons, that there is no restriction as to the choice of subjects, and no limits to the extent of information that may be engrafted upon them. What more natural than that a kind teacher should attempt to gain the attention and win the good will of a brisk, eager-minded boy just entering his school, by speaking to him about the domestic animals which he plays with, or tends at home; the dog, the cat, the sheep, the horse, the cow? Yet, without any interruption or overleaping of natural boundaries, this simple lesson may be expanded into a knowledge of all quadrupeds, their characteristics and habits of life, the use of their flesh, skins, fur, bones, horns, or ivory, the parts of the world where they live, &c., &c. So if a teacher begins to converse with a boy about domestic fowls, there is no limit, save in his own knowledge, until he has exhausted the whole subject of ornithology; the varieties of birds, their plumage, their uses, their migratory habits, &c., &c. What more natural than that a benevolent teacher should ask a blushing little girl about the flowers in her vases, or garden at home? and yet, this having been done, the door is opened that leads to all botanical knowledge, to the flowers of all the seasons, and all the zones, to the trees cultivated by the hand of man, or the primeval forests that darken the face of continents. Few children go to school who have not seen a fish; at least, a minnow in a pool. Begin with this, and nature opposes no barrier until the wonders of the deep are exhausted. Let the school-house, as I have said, be the first lesson, and to a mind replenished with knowledge, not only all the different kinds of edifices—the dwelling-house, the church, the court-house, the palace, the temple—are at once associated; but all the different orders of architecture, Corinthian, Ionic, Doric, Egyptian, Gothic, &c., rise to the view. How many different materials have been brought together, for the construction of the school-house; stone, wood, nails, glass, brick, mortar, paints, materials used in glazing, &c., &c. Each one of these belong to a different department of nature; and when an accomplished teacher has once set foot in any one of these provinces, he sees a thousand interesting objects around him, as it were soliciting his attention. Then each one of these materials has its artificer; and thus all the mechanical trades may be brought under consideration; the house builder's, the mason's, the plumber's, the glazier's, the locksmith's, &c. A single article may be viewed under different aspects; as, in speaking of a lock, one may consider the nature and properties of iron; its cohesiveness, malleability, &c., its utility, or the variety of utensils into which it may be wrought; or the conversation may be turned to the particular object and uses of the lock, and upon these a lesson on the rights of property, the duty of honesty, the guilt of theft and robbery, &c., be engrafted. So in speaking of the beauties and riches and wonders of nature—of the revolution of the seasons, the glory of spring, the exuberance of autumn,

the grandeur of the mountain, the magnificence of the firmament—the child's mind may be turned to a contemplation of the power and goodness of God. I found these religious aspects of nature to be most frequently adverted to; and was daily delighted with the reverent and loving manner in which the name of the Deity was always spoken; "*Der liebe Gott*," the dear God, was the universal form of expression; and the name of the Creator of heaven and earth was hardly ever spoken, without this epithet of endearment.

It is easy also to see that a description of the grounds about the school-house or the paternal mansion, and of the road leading from one of these places to the other, is the true starting point of all geographical knowledge; and, this once begun, there is no terminus, until all modern and ancient geography, and all travels and explorations by sea and land, are exhausted. So the boy's nest of marbles may be the nucleus of all mineralogy; his top, his kite, his little wind-wheel or water-wheel, the salient point of all mechanics and technology; and the stories he has heard about the last king or the aged king, the first chapter in universal history.

I know full well that the extent and variety of subjects said to be taught to young children in the Prussian schools, have been often sneered at.

In a late speech made on a public occasion, by one of the distinguished politicians in our country, the idea of teaching the natural sciences in our common schools was made a theme for ridicule. Let it be understood in what manner an accomplished teacher may impart a great amount of useful knowledge on these subjects, and perhaps awaken minds which may hereafter adorn the age, and benefit mankind by their discoveries, and it will be easily seen to which party the ridicule most justly attaches. "What," says the objectors, "teach children botany, and the unintelligible and almost unspeakable names, Monandria, Diandria, Triandria, &c.; or zoology, with such technical terms as Mollusca, Crustacea, Vertebrata, Mammalia, &c., the thing is impossible!" The Prussian children are not thus taught. For years, their lessons are free from all the technicalities of science. The knowledge they already possess about common things is made the nucleus around which to collect more; and the language with which they are already familiar becomes the medium through which to communicate new ideas, and by which, whenever necessary, to explain new terms. There is no difficulty in explaining to a child, seven years of age, the distinctive marks by which nature intimates to us, at first sight, whether a plant is healthful or poisonous; or those by which, on inspecting the skeleton of an animal that lived thousands of years ago, we know whether it lived upon grass, or grain, or flesh. It is in this way that the pupil's mind is carried forward by an actual knowledge of things, until the time arrives for giving him classifications and nomenclatures. When a child knows a great many particular or individual things, he begins to perceive resemblances between some of them; and they then naturally as-

sort themselves, as it were, in his mind, and arrange themselves into different groups. Then by the aid of a teacher, he perfects a scientific classification among them, bringing into each group all that belong to it. But soon the number of individuals in each group becomes so numerous that he wants a cord to tie them together, or a vessel in which to hold them. Then, from the nomenclature of science, he receives a name which binds all the individuals into one, ever afterwards. It is now that he perceives the truth and the beauty of classification and nomenclature. An infant that has more red and white beads than it can hold in its hands, and to prevent them from rolling about the floor and being lost, collects them together, putting the white in one cup and the red in another, and sits and smiles at its work, has gone through with precisely the same description of mental process that Cuvier and Linnæus did, when they summoned the vast varieties of the animal and vegetable kingdoms into their spiritual presence, and commanded the countless hosts to arrange themselves into their respective genera, orders, and species.

Our notions respecting the expediency or propriety of introducing the higher branches, as they are called, into our common schools, are formed from a knowledge of our own school teachers, and of the habits that prevail in most of the schools themselves. With us, it too often happens that if a higher branch, geometry, natural philosophy, zoology, botany, is to be taught, both teacher and class must have text-books. At the beginning of these text-books, all the technical names and definitions belonging to the subject are set down. These, before the pupil has any practical idea of their meaning, must be committed to memory. The book is then studied chapter by chapter. At the bottom of each page, or at the ends of the sections, are questions printed at full length. At the recitations, the teacher holds on by these leading-strings. He introduces no collateral knowledge. He exhibits no relation between what is contained in the book, and other kindred subjects, or the actual business of men and the affairs of life. At length the day of examination comes. The pupils rehearse from memory with a suspicious fluency; or, being asked for some useful application of their knowledge, some practical connection between that knowledge and the concerns of life, they are silent, or give some ridiculous answer, which at once disparages science and gratifies the ill-humor of some ignorant satirist. Of course, the teaching of the higher branches falls into disrepute in the minds of all sensible men, as, under such circumstances, it ought to do. But the Prussian teacher has no book. He needs none. He teaches from a full mind. He cumbers and darkens the subject with no technical phraseology. He observes what proficiency the child has made, and then adapts his instructions, both in quality and amount, to the necessity of the case. He answers all questions. He solves all doubts. It is one of his objects, at every recitation, so to present ideas, that they shall start doubts and provoke questions. He connects the subject of each lesson with all kindred

and collateral ones; and shows its relations to the every-day duties and business of life; and should the most ignorant man, or the most destitute vagrant in society, ask him "of what use such knowledge can be?" he will prove to him, in a word, that some of his own pleasures or means of subsistence are dependent upon it, or have been created or improved by it.

In the meantime, the children are delighted. Their perceptive powers are exercised. Their reflecting faculties are developed. Their moral sentiments are cultivated. All the attributes of the mind within, find answering qualities in the world without. Instead of any longer regarding the earth as a huge mass of dead matter, without variety and without life, its beautiful and boundless diversities of substance, its latent vitality and energies are gradually drawn forth, until at length, they illuminate the whole soul, challenging its admiration for their utility, and its homage for the bounty of their Creator.

There are other points pertaining to the qualification of teachers, which would perhaps strike a visitor or spectator more strongly than the power of giving the kind of lessons I have described; but probably there is nothing which, at the distance of four thousand miles, would give to a reader or hearer so adequate an idea of intelligence and capacity, as a full understanding of the scope and character of this class of exercises. Suppose, on the one hand, a teacher to be introduced into a school, who is competent to address children on this great range and variety of subjects, and to address them in such a manner as to arouse their curiosity, command their attention, and supply them not only with knowledge, but with an inextinguishable love for it; suppose such a teacher to be able to give one and sometimes two such lessons a day, that is, from two hundred to four hundred lessons a year, to the same class, and to carry his classes in this way, through their eight years schooling. On the other hand, suppose a young man coming fresh from the plow, the workshop, or the anvil; or, what is no better, from Greek and Latin classics, and suppose his knowledge on the above enumerated subjects to be divided into four hundred, or even into two hundred parts, and that only one two-hundredth portion of that stock of knowledge should be administered to the children in a day. Let us suppose all this, and we shall have some more adequate idea of the different advantages of children, at the present time, in different parts of the world. In Prussia, the theory, and the practice under it, are not that three years' study under the best masters qualifies a talented and devoted man to become a teacher, but that three years' of such *general* preparation may qualify one for that *particular* and *daily* preparation which is to be made before meeting a class in school. And a good Prussian teacher no more thinks of meeting his classes without this daily preparation; than a distinguished lawyer or clergyman amongst ourselves would think of managing a cause before court and jury, or preaching a sermon, without special reading and forethought.

It is easy to see from the above account, how such a variety of

subjects can be taught simultaneously in school, without any interference with each other; nay, that the "common bond," which, as Cicero says, binds all sciences together, should only increase their unity as it enlarges their number.—*Barnard's National Education in Europe.*

THE YOUNG CONCHOLOGISTS.

The day is sunny and bright, for it is mid-summer. The school-boys are all enjoying a vacation, studying everything except books, and going everywhere except to school. How happy the town-boys are to get away from the dust and din and heat of the hard streets to the pure air of the country, where flowers and birds enchant the sense with fragrance and with song. The streams are so enticing to bathers now, for they are low and clear—the weather has been hot for a long time.

The *Doctor*—who is the greatest naturalist in the whole neighborhood—has decided to go on an exploring expedition to the Little Miami. Two little friends and disciples of his—brothers—James and John—wish very much to go along with him, and he gladly takes them. It is not the first time they ever went with him; last winter with hammers, bags, microscope, pick, &c., they examined all the quarries in the country for geological specimens. Their baggage consists chiefly of a change of clothes, strong bags, small boxes, knives, crackers, and cheese. They intend to spend the day searching for shells. The boys show signs of great eagerness and interest, for as they ride along, the Doctor leads the conversation and the boys ask frequent questions, or utter exclamations of surprise and admiration:

"Conchology is the science of Shells and of the animals which inhabit them. To day, fresh-water shells will claim our attention. Wet, showery weather is the best time to hunt land shells, but a dry and very warm season like this brings the treasures of the rivers within reach. The numerous species of the genus *UNIO* will furnish specimens for our study and cabinet; these shells are bivalves, and the two valves are united; hence, their name, *Unio*. Fifty six species have been found in the Ohio river and its northern tributaries. We will no doubt find some species of the *Alasmandota* and *Anadonta*, and if we do I will tell you their places in the family circle."

"How many different kinds of bivalves, in all, are found in northern rivers?"—asks James.

"More than seventy, and new species are discovered every season."

"I wonder if any of them are as pretty as sea-shells?"—says John.

"Yes indeed," answers the Doctor, "and much prettier to my eye. Science adds beauty to everything."

"Well, Doctor," says James, inquiringly, "these things must have some use; they are surely not only beautiful and wonderful!"

"They have many valuable and useful properties, but the nature of shells is imperfectly understood; for Conchology is a new Science."

"I have seen very showy finger-rings, snuff-boxes, cane-heads, and port-monaies made of clam-shells," chimes in John.

"River-shells," continues the naturalist, "may be polished like pure mother-of-pearl, and are worked into numerous ornamental and useful articles. But SCIENCE has greater claims than Manufacture or Commerce on the works of Nature."

"Oh! Doctor, but you can make money by Manufactures and Commerce!"

"But Science has discovered and prepared the way. Work and Trade fill the coffers of men with money which lasts for this life only, but Science fills the mind with thought, and the heart with happiness; the more of her treasures you give to others the more you have left: like the loaves and fishes which our Savior blessed and broke and gave to thousands."

"Indeed, brother John, I never thought of getting rich by collecting curiosities and studying them. I am sure that we are always more than re-paid by the vigor of mind and of body, and the joy that it gives us to roam over the hills and glens, to search the land, the water, and the air; and then you know that father has told us that rocks, trees, and flowers, birds, insects, fishes, shells—everything in Nature, is a book which God has written and which we must read."

Soon they stand upon the banks of the Miami and look down upon its placid surface—ruffled in the distance where the current ripples over rocks and pebbles. They make the necessary preparations and go down into the stream and wade about until they come to a place where the bottom is soft and rather muddy, and the water shallow and clear. The Doctor thus addresses the boys:

"Do you see that¹ track which looks like the furrow made by dragging a stick over the sand?"

"Yes, what is it!" they exclaim.

"Follow it up and see—there you have a captive. He cannot run away from you, for he has but one foot which he draws into his shell as soon as danger approaches. Look, quick, at this fringe around the edge—it is called the mantle, and its chief office is to deposit the substance of which the shell is made, forming these successive layers. See the water squirting from his mouth. There, he is safely ensconced in the house which God gives him. Do you see this wing like projection on top? This gives it the name of *UNIO ALATUS*. The epidermis or outside skin is blue—of a dark purplish tint; it is usually dark brown, but in this location strange specimens are often found. This *Unio* is very fragile and must be handled delicately. By thrusting this thin bladed knife into the mouth and cutting toward the beak I divide the muscles which lock the shells. There, we will throw the animal away, for you are not yet far enough advanced to study more than the shell, which has traits enough to enable you to distinguish the species."

"It is red inside, Doctor!" says John.

"Yes," continues he, "the *Unio alatus* has always a purple nacre, with iris or rainbow spots."

"How perfectly beautiful," adds James. "If all fresh-water shells are as lovely as this I am bound to have a cabinet of them. But what is this smooth glittering lump?"

"It is a pearl formed by sand or pebbles getting inside of the shell. The mantle covers these rough substances with a smooth coat of enamel. Sometimes very valuable pearls are found in fresh-water shells, but the largest, hardest, and most brilliant are found in the marine shells of tropical seas."

"Are these jagged elevations pearls also, which look as if they fit into each other when the shell is closed?"

"No, they are called teeth. The short, stumpy ones nearest the beak, *cardinal* teeth; the long sharp ones are *lateral* teeth."

"Do they chew their food with those teeth?" says John.

"No," replies the Doctor, "their food being animalcules only requires digestion. We will place this specimen carefully in one of our bags and continue our search."

"I have found one, Doctor," cries James; "it is not very large, but exceedingly heavy. How yellow it is, and nearly the shape of an egg, except that it is flat: I am going to open it."

"O, how gorgeous!" shouts John, "the nacre is the color of an orange. What is its name?"

"UNIO CRASSUS—a rare specimen. Look at your feet, John. Pick up that little fellow there which scarcely makes a track."

"What, this?" obeying the old naturalist, "why, it is a shell, but an ugly three-cornered thing, covered all over with crooked, black lines—not worth keeping, I should think."

"It is the UNIO ZIGZAG, and a very strange little creature. Keep it of course."

"Certainly, brother John, we are collecting a cabinet and must have a complete set."

"Here is another one-legged, little individual," continues the old, sharp eyed naturalist, as he picks up a small, black, oblong shell about the size of a bean. "This is the UNIO PARVUS—the *small Unio*. Put him in your tin box or you may lose him."

"Here is a rare specimen!" exclaims John, bringing forth a thick shell covered with small "warts."

"No, it is the most numerous species found in these waters," responds the Doctor. "The tear-shaped nodules give it the name UNIO LACHRYMOSUS. Do you notice the moss growing on the epidermis around the mouth? The nacre is as white as milk."

"I feel one under my foot," says James. "I can scarcely get it up. Whew, what a black, rough, distorted thing it is."

"This is a good specimen of the UNIO TUBERCULATUS. The tubercles cover the shell even to the beak, except the end where the mouth is placed, which is deeply and symmetrically furrowed—inside as well as outside. The nacre you will find to be brilliant white—let me show you,"—suiting the action to the word he opens the shell—starts back, astonished—"Red nacre! Beautiful!! Wonderful!!! The only TUBERCULATUS I ever saw that had a tinted nacre!"

"I'm so glad," cries JAMES. "Am I not a lucky shell-hunter?"

"This is one of the pleasures of scientific pursuits: making new discoveries; learning the infinite variety of the works of Nature. God has created no two things precisely alike, and yet nothing stands isolated and alone, but all things have such differences, or bear such relations and resemblances to each other, that Science can classify them and know their position in the Universe—but it is past dinner time. This afternoon we will go up to the ripples,

and I am sure we shall be delighted and enriched by things beautiful and new."

"I am going to be a naturalist," adds James.

"So am I."

Reader will you?

J. B. CHALLENGE.

NONE ARE ALL EVIL.

There are fountains in the desert,
There are blossoms in the wild;
There are jewels in the ocean,
Where its darkest waves are piled;
There is beauty in the storm-cloud
For the eye of nature's child:
Yes, in earth and air and ocean,
In the darkest, wildest place,
Hath the Beautiful, the Holy,
Left a faint but certain trace
Of His loveliness and grace.

So where'er the mind immortal,
Fallen though it be—is found;
Though so weak it scarce hath raised
One poor thought above the ground;
Or with greater powers perverted,
Roved in crime without a bound;
Dark, polluted, and degraded,
There remaineth, yet, a trace
Of the Beautiful, the Holy,
Underneath the human face.

Turn not coldly; 't is thy brother;
This is still Jehovah's breath;
And though broken and in ruins,
Partly is the image left;
Still some spark of ^{it} remaineth;
Fan it. Hasten not ^{its} death.
Still some tender chord is sleeping
Deep within that iron heart;
Thine the master-hand to wake it,
Bid it thrill through every part:
Happier lot than any other
Gracious Heaven could e'er impart.

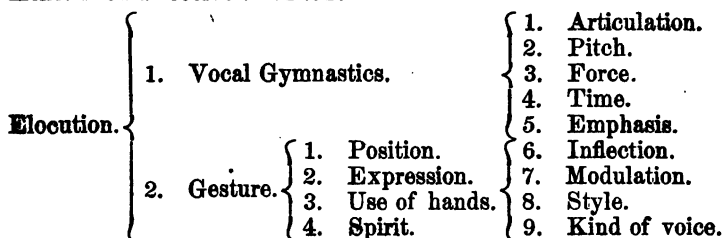
M. J. C.

PRACTICAL ELOCUTION No. 2.

As the architect has in his mind a model of the building that he is to erect, so the teacher of *Elocution* must have a clear conception of the character of the works he is to perform, and understand the means he is to use in accomplishing the object. If he wishes to teach *Elocution* scientifically, he must understand the principles of the science and know *how* to apply them artistically. If he wishes to arouse an interest and an enthusiasm in the mind of his pupils, he must have his soul full of it, beaming out at every point, charging their minds with the same.

To teach, in a lifeless, mechanical manner, never opens ears or soul. The beauties of an accomplished elocution, like music, must be heard in order to be appreciated.

The following Diagram will present a general outline of the science of *Elocution*, and the order in which the several departments should receive attention:



The voice, like other organs, is susceptible of a high degree of cultivation. The effort of the teacher must first be directed to effect this object. The voice must have compass. This can mainly be acquired by exercise. It must be subject to the control of the will, or all knowledge will be useless for practical purposes. To effect these both, frequent and systematic exercise must be resorted to. The proper *cultivation* of the voice is not sufficiently valued by public speakers. With many, vociferation is a substitute for emphasis, modulation, and inflection; and as many people are better pleased with sound than argument, they bawl themselves into credit. It is readily perceived, however, that the *understanding* is more effectually influenced by *tones* and *language* than by gestures and sound. He, therefore, who would make an impression upon the heart, and influence the judgment, should learn the means of affecting it. A correct knowledge of the elementary sounds of our language is requisite, and long and oft-repeated exer-

cises, enunciating them singly and in combination, observing the position of the organs while enunciating them. *Articulation*, is forming with the organs of speech, the elements of language correctly. This lies at the foundation of a good elocution. Frequent exercises in those sub-vocals and aspirates, which are difficult of enunciation singly, but which combined give flexibility and evenness to the vocal organs and make them subject to the will. In the whole course of lessons in elocution, these exercises should be kept up. The earlier the child commences them, the greater the benefit resulting, and the more certain the success. *Compass of voice* is necessary. Reading or reciting, on every note of the scale, from the lowest to the highest, that the voice is susceptible, will promote it. Very few persons can read out of the *common voice*, and hence, all kinds of reading is performed on the key by them. Let the teacher select a sentence of suitable length, and cause each pupil to read it on as many different keys as possible, and then the whole class in concert in the same manner. By these exercises, the voice will acquire a flexibility, the organs will be strengthened, and *compass of voice* secured.

Next, let the teacher select passages of extreme character, so that every one will notice the propriety of appropriate reading, and exercise as before.

For the oratorical voice, select the following:

"Oh! when shall day dawn on the night of the grave."

or

"Oh! I have passed a miserable night."

or

"Not a drum was heard nor a funeral note,
As his corpse o'er the ramparts we hurried."

Who has not heard passages requiring a performance entirely opposite, read along on the same "humdrum" tone? Often in the same verse, the greatest variety in tone, pitch, force, time, and modulation is required. No reading is more shamefully executed than that of the Bible. It seems that every one has reserved to himself the right to mangle, torture, and malperform the reading of those pages. Yet they afford the best lessons in the English language, for elocutionary exercises. From the plainest narrative to the most passionate exclamation; from the most profound pathetic, moving every feeling of the soul, to the sarcastic and defiant—passages are found in its sacred pages.

The sweet, mellifluous strains of poetic pause require one kind of voice and style of performance and the sublime language describing God's power and awful majesty quite another. Were those persons who have occasion to read these pages frequently to others, to study the *science* of elocution, and learn the *art*, the effect for good would no doubt soon be apparent. A prelate asked Garrick the following question: "Why is it, that *you*, who represent *fiction*, produce such influence upon the minds of men—while *we*, who treat of realities, succeed but poorly?" Garrick replied: "Because *we* treat *fiction* as though it were a *reality*, and *you* treat *reality* as though it were *fiction*." J. H.

We give below the first of a series of School Songs which a friend has promised for the Journal.

SCHOOL SONG.

Tune—"WAIT FOR THE WAGON."

Oh! come with me, at morning light,
Oh! come, and we will go,
Where, 'neath the skies so blue and bright,
The silver waters flow.
We'll roam the brooklet's brink beside,
And as it flows along,
Its singing waters, as they glide,
Shall mingle with our song,
Welcome the Spring-time! welcome the Spring-time!
Welcome the Spring-time—the blithe and merry May.

We'll go to seek the flowers of Spring
Upon the hill-sides green,
Where violets are blossoming
The mossy rocks between.
Beneath the last year's withered leaves,
The May-flower we shall find,
While overhead the Maple flowers
Are singing to the wind.
Welcome the Spring-time! welcome the Spring-time,
Welcome the Spring-time—the blithe and merry May.

Look up against the azure sky,
And see, upon the wing,
How silently the swallows fly,
How sweet the Blue-birds sing.

We'll sit beneath the Maple trees,
 And hear the Robin's song,
 And, mingling with it, on the breeze
 We'll send our own along.
 Welcome the Spring-time! welcome the Spring-time,
 Welcome the Spring-time—the blithe and merry May.

And oh! while joyfully we sing,
 In humble thankfulness,
 The loving Giver of the Spring
 Our grateful hearts shall bless.
 We'll tune our souls in harmony
 With brook and breeze and bird,
 While, with the Spring-time melody,
 Our happy hearts are stirred.
 Welcome the Spring-time! welcome the Spring-time,
 Welcome the Spring-time—the blithe and merry May.

MRS. M. C. S.

DEARBORN COUNTY ASSOCIATION.

WILMINGTON, APRIL 18, 1856.

The Teachers' Association met at Wilmington Seminary, pursuant to adjournment, and were addressed by Prof. Curtis, of the Manchester Institute, on the subject of Education.

An Essay on School Government was also read by C. G. Hutton.

The following resolutions were presented and adopted:

Resolved, That we recommend the adoption and use of Colton's Physical Geography in all our Schools.

Resolved, That we recommend the Indiana School Journal to all our Teachers and members, and that we will use our best efforts to secure to it a wide and general circulation through our county.

The Association next went into the election of Officers, which resulted as follows:

For President—SAMUEL R. ADAMS.

Vice-President—DR. MARTIN, of Dillsborough.

Secretary—CHARLES G. HUTTON.

Cor. Secretary—S. WEIMER.

Executive Committee—T. J. OLCOTT, Prof. CURTIS, S. WEIMER, J. WYMOND, and Rev. T. G. BEHARRELL.

Appointments for the next meeting as follows :

Miss A. E. Cordry to report on Musical Education.

Dr. Martin on Physical Development, or the best method of training the physical powers in harmony with the laws of health.

S. Weimer on the Teacher's mission,

And C. G. Hutton on Arithmetic.

INCENTIVES TO STUDY.

The Teacher should make every effort to awaken, in the mind of the pupil, an interest in his studies. As the very first means of accomplishing this, he should himself be interested in the subjects of the pupil's course of study. But there are other means of awakening an interest in study, when this fails, without recourse to whips and ferules.

It may be done by appealing to the love of the approbation of parents and teachers. This principle is far different from that called ambition. It is a noble principle, which the Divine Being has implanted in the heart of every human being. How beautiful it appears as exhibited by the child. He comes for the first time before a strange teacher, with a hesitating step and a palpitating heart. How eventful the moment to the little trembler as he stands beneath the searching gaze of one whom he looks upon as deferentially as a man beholds his emperor or monarch. He goes through his lesson as resolutely as he can. He knows he has blundered, but he feels that he could not help it.

Then, how blessedly falls upon his fearful heart the soothing sentiments of his smiling teacher's approbation! Though different in degree, yet the same in kind, is the effect produced upon an older pupil's heart. The boy or girl can very seldom be found in our schools who is totally indifferent to what his parents, teacher, and the community may think of him.

Such a *man* can scarcely be found. Perhaps many might be found who would *say* they do not care; but closely examine their actions and they will be found to prove their words untrue. But when a boy, or man, can boldly say that he does not care what society may say of him, he is but a step from ruin, and must have arrived at a point of moral hardihood that few *Scholars* ever attain. Bring, then, the principle into exercise. It will be strengthened

thereby. Let the approving gesture, the sunny smile, the gentle eye, the gladdening word of approbation fall upon the striving pupil, and they will invigorate his mind and excite it to renewed exertion. Persevere in such a course, and the withholding of such precious tokens will sufficiently punish the unfaithful child. I have known pupils, of almost grown-up stature, who would retire from the recitation seats to their desks and bitterly weep after their instructor's cold look of disapprobation had rested upon them. Yet these same scholars would have borne the scoldings, or even blows, of a "Schoolmaster" with a brow of cool defiance. No teacher who has ever tried the plan of appealing to this principle, in earnest, but will testify to its happy influence. Besides, the cultivation of it in the school-room is of vast consequence in its influence upon the pupil. Let this principle be kept in lively exercise, and he steps from his place at a scholar's desk to his appropriate position in society, and covets the esteem of the wise and the good alone.

Another means of exciting a love for study, is to cultivate a desire to be useful in after life. Some seem to believe that youth are not susceptible to such a desire. But, the truth is, there is no place where such a state of feeling can be so successfully established as the school-room. The coarse and selfish maxims of "Look out for number one," "Every man for himself," and "Get all you can and keep all you can get," find no place in a well-managed school. The generous natures of youth shame all such base sentiments back into their native darkness. Let the scholars assist each other in their lessons in the same classes. Encourage them to lighten each other's burdens, to relieve each others fears. Teach them to analyze the happy feelings that result from such conduct, and it needs no other argument to convince them that they should be diligent, that they may be useful.

But another argument may be derived by directing the minds of youth to the consideration of the amount of benefit and happiness conferred upon the object of their favors. Thus they see that such conduct is

"Twice blessed;
It bleaseth him who gives and him who takes."

When you can thoroughly convince a child, or an adult, that such a result follows the exercise of the desire to be useful, you cannot hinder the action or prevent the results of such a desire.

How incalculably valuable is that school to a community, where

the teacher loves to be useful to his pupils, and they, under the resistless influence of his blessed example, are taught to wish and labor for each other's welfare. How different is the influence of those schools where the principle of emulation or ambition is successfully aroused. In such there are great triumphs. True, they are bloodless triumphs; but how many little hearts burn with envy, glow with hate, throb with ambition, or sink in despair and writhe with anguish as the successful competitor takes the first rank or honor of his class. Sir Walter Scott, I think, relates an incident which should affect every teacher's heart. In substance, it is as follows:

While a boy at school, Sir Walter, for a long time, was unable to attain the head of his class. He faithfully maintained his post next to it. But there was a bright lad above him who never would mis-spell his word. Sir Walter, determined to get above him, had noticed, that whenever his competitor began to spell, he would seize hold of a certain button on his coat and nervously pick it until he finished his word.

In an evil moment, just before recitation, Sir Walter took his penknife and cut this button from the poor boy's coat. Both went to recite with their class. The word was given out to the boy at the head, who made his usual move to seize the button. But it was gone. Such was his embarrassment, at the loss, that he "missed" his word, while Scott spelled it, went above him, and ever after kept above him.

Years afterward, when Sir Walter saw that same poor boy a miserable and degraded man in the streets of London, he bitterly reproached himself as the cause of his ruin.

G. A. C.

GREENCASTLE.

CENTRAL SUN.—Mr. Maedler, the author of the recent investigation with reference to the central sun, reaches the conclusion that Alcyone, the principal star in the group Pleiades, now occupies the centre of gravity, and is at present the sun about which the starry universe revolves.

A SECOND LAURA BRIDGEMAN.

We see in the *N. J. Messenger* an interesting account of a little friend of ours, who, during the past five years, has been most sorely afflicted. We remember her as a bright, intelligent, and playful child until about nine years of age, when she met with a severe fall, which, as was supposed, injured her hip. From this injury she has never recovered. Four years ago, this summer, she had become so much reduced that her death was expected each week. We remember calling on her just before leaving for a short vacation, not thinking we should find her living on our return; but she has continued till this time, her disease assuming the most singular types, and presenting such remarkable phenomena as completely to baffle all medical science. No one can conceive the amount of pain which this little suffering one has passed through. For years her death has been expected from day to day, until now her alarming and death-like fits are no longer considered as the almost certain precursors of immediate dissolution. Previous to her fall, she had attended school, and was a quick, forward scholar. She is and has been, for a long time, deaf, dumb, and blind. She is able, however, to converse with her friends by means of signs, and can write with her left hand. We have in our possession a letter which she wrote us at the time of our leaving the East, about a year since. The following sketch, by one who visited her during the past winter, is strictly correct, and will be read with feelings of interest and wonder.—Ed.

“The subject of the sketch is Abby A., second daughter of Mr. C. C. Dillingham, of Fall River, Mass. She is deaf, dumb, and blind, and has no use of her right limbs, yet she will converse fluently (with the mute alphabet), writes very legibly with her left hand, *reads common writing on paper or a slate, or print* (if the book be not too much worn), *by passing her fingers over the words*. She will also *distinguish the different colors of a variegated dress, in the same way*. She has wrought several pieces of crewel work that would be a credit to any girl of her age, *selecting and arranging all the colors by feeling*, and using only her left hand. She plays drafts and backgammon expertly. She knows when any one comes into the room, by the jar of the bed (on which she constantly lies), and can, in this way, distinguish the different members of the family.”

A son and daughter of my informant spent several days at Mr. D.'s. One day the young lady, to test Abby's acuteness, entered the room with an unusual gait. She laughed out, and immediately

imitated the long steps with her fingers upon the bed cover, and said, "Sally,"—the right name—(with her fingers of course).

She possessed the usual bodily faculties till she was eight years of age, when a severe fall brought on disease of the spine ultimately in fits, and the deprivation of sight, hearing, and speech. She lies on her back, and is moved once in four or five weeks. Great care needs to be taken to avoid shaking the bed much, for this would throw her at once into a fit.

"She is very sprightly and playful. Whenever she is moved she goes into a fit. It requires four men, who raise her up as gently as possible, while others remove the bed and replace another. This is usually done about noon. As soon as she is stirred a fit comes on which lasts till sometime in the night, gradually passing off into a natural sleep, and she wakes quite bright in the morning. It takes her a day or two, however, to get used to her new bed."

My informant has visited her, and says: "She wrote on a slate in my presence. The slate lay on her breast, and she wrote with her left hand, over the top of the slate, the lines running parallel with her body." He enclosed me her autograph, written with a lead pencil on the margin of a newspaper. It is *very good*, though evidently not written as a trial of penmanship, for there are various scribbles on the slip—her first name four times, for instance. It was evidently written to pass away the time, and not to exhibit her proficiency in writing.

She appears to have been instructed by her own family. The case seems to me quite as wonderful as any I have seen related to the public. She has not health and strength to aid her in her intellectual efforts. It is not merely against the defect of sight, hearing, and speech that she labors, but against fits, and the paralysis of one-half her body.

GUTTA-PERCHA DISCOVERER.

The President of the India Board, Mr. Vernon Smith, has placed on his list of military nominations for November next, the son of the discoverer of this inspissated sap of an India tree, without the help of which we should not be able, as we now are, to know in five minutes' time what transpires in Crim Tartary, 3,000 miles off. The discoverer was Dr. William Montgomerie, of the Indian medical service, and this only in the year 1845, although many of the countries producing the article have been in European occupation for above three hundred years. The mode in which the discovery was made is worth mentioning. Dr. Montgomerie, observing certain Malay knife and kris handles, inquired the nature of the material from which they were made, and from the crude native manufacture, inferred at once the extensive uses to which

the gutta-percha might be put in the arts of Europe. He purchased a quantity of the raw material, sending, from Singapore, part of it to Bengal and part to Europe, and suggesting some of the uses to which he fancied it might be applied. The quantity sent to England secured him at once, as the discoverer, the gold medal of the Society of Arts, his sole reward, until the President of the India Board, on no other ground whatsoever than his discovery, liberally bestowed his patronage on his son.—*London paper.*

THE DANGERS OF SCIENCE.

It is a rather painfully interesting fact, that some of the most beautiful and valuable discoveries of modern science, are highly serviceable to crime and fraud. Counterfeiters and forgers seem to be as much inclined to use them, and promise to be as much benefited by them, as honest men and honest arts. A new process of reproducing fac-similes of manuscript writing from stone, was exhibited at the last session of the French Academy of Sciences. A. M. Lachard, in the presence of that body, requested some of its members to write and sign their names to a few lines upon a sheet of paper. This, while yet moist, was placed by Lachard upon blotting paper, which he took to his house, leaving the original in the hands of an Academician, M. Segnier. The next day Mr. Segnier and his colleagues received two copies of this, one upon parchment and the other upon ordinary letter paper, so exactly like the original in all respects, as to defy a stranger to the experiment to tell which of the three first was written—which were copies and which was the original. The Academy requested Lachard not to make the process of this dangerous discovery public.—*Alb. Journal.*

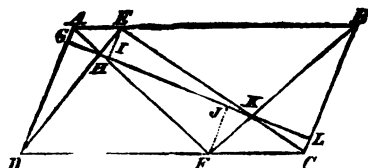
DECLINE OF RELIGION.

The *Colporteur*, the organ of the American and Foreign Bible Society, says that of the one million of people in New York city, and the places immediately adjacent, there are more than 800,000 who do not attend public worship. In Philadelphia and Boston, it is ascertained that at least three-fourths of the people habitually absent themselves from church, and the same is true of other places. The religious denominations, too, have greatly decreased in numbers within the past ten years. The membership in the New York Baptist Churches has decreased 362 since 1845, although the population has increased 261,966. The Presbyterians, in ten years, from 1843 to 1853, had decreased in numbers 660. The Methodists in the same time had lost 461; and there has been but one self-supporting Reformed Dutch Church planted in this city during fifteen years.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

DEMONSTRATION OF No. 2.—BY JACOB STAFF.



Let $A B C D$ be the proposed parallelogram, E and F the assumed points in the sides. Draw $A F$ and $D E$ intersecting at H , and $B F$ and $C E$ intersecting at K . Through H and K draw $G H K L$, the dividing line which shall divide the parallelogram into two equal parts.

Draw $E I$ and $F J$ parallel with $A D$ or $B C$ and meeting the dividing line at I and J . Now as the alternate angles formed by a right line cutting two parallel lines are equal, *Euc.* 29—1, and the opposite angles by two intersecting lines equal, *Euc.* 15—1, the triangle $E K B$ is similar to $C K F$ and $F J K$ to $B L K$.

Therefore, $BE : CF :: BK : KF$

But $BK : KF :: BL : FJ$

Hence $BE : CF :: BL : FJ$

In the same way we have

$$AE : DF :: AG : FJ$$

Therefore, $BL : AG :: BE : DF :: AG : CF$ 1.

Proceeding in the same way with EI as with FJ we have

$$LC : GD :: AE : CF :: EB : DF$$
 2.

(1 and 2) $BL : GD :: AG : LC$

Whence $BL - AG : AG :: GD - LC : LC$

But because $BL + LC = GD + AG$

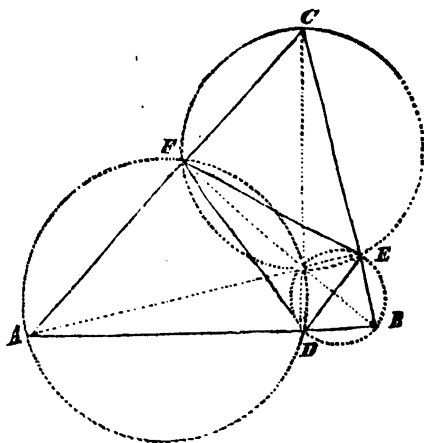
By the question, we have $BL - AG = GD - LC$

Therefore $AG = LC$ and $BL = GD$

Hence the parallelogram is bisected by the line $G H I J K L$. Q. E. D.

[We have inserted this demonstration because the one given in the last number was erroneous. We observed it a few days after sending it and recalled it, but our letter did not reach the Resident Editor until after the cut of the diagram had been made. We immediately communicated the fact to Mr. Stribbling, who acknowledged the error and sent another very pretty demonstration.]

SOLUTION OF No. 3.—BY THE EDITOR.



Let ABC be the given triangle. Draw the perpendiculars CD , AE , and BF . Join D , E , and F , and the triangle DEF will be the one required. Let O represent the intersection of the perpendiculars. Describe three circles on the diameters AO , CO , and BO . It is evident that each of the circumferences of these circles will pass through two of the points D , E , and F . We have the angle $EDB = EOB = FOA = FDA$, or, $EDB = FDA$. In the same way we can prove, that $DFA = EFC$ and $FE C = DEB$. It is a well known geometrical principle, that if we have two points, E and F , on the same side of a given line AB , that the sum of ED and DF is the least possible when the lines ED and FD make equal angles with AB . In the same way considering D and E as given points we have $DE + FE$ the least possible, and considering F and D as given points we have $FE + ED$ the least possible. This reasoning shows that the triangle required ought to be so inscribed that the adjacent sides should make equal angles with the side in which they meet. We have already shown that DEF is such a triangle and must therefore be the one required.

This problem is not susceptible of solution when the given triangle is right-angled or obtuse-angled.

[This problem was solved by Staff and Wickersham. Mr. Staff's solution did not develop the fact, that the points D , E , and F are the extremities of the perpendiculars from C , A , and D . Mr. Wickersham used an ellipse, and by algebraic expressions arrived at the fact, that D , E , and F are extremities of the perpendiculars. He also solved it by fluxions.]

SOLUTION OF No. 4.—BY M. C. STEVENS.

Let x represent the base and y the perpendicular of the right-angled triangle, a being perpendicular to y and b to x . Then $(x^2 + y^2)^{\frac{1}{2}} = h = a$ minimum. $y = bx \div (x - a)$.

Differentiating, and putting the differential co-efficient $= 0$ and clearing, we have $xdx + ydy = 0$.

But $y = \frac{bx}{x-a}$ therefore, $dy = \frac{bx-ab-bx}{(x-a)^2} dx = -\frac{ab}{(x-a)^2} dx$.

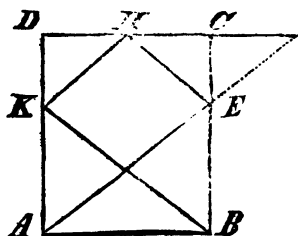
$$\text{Whence, } ydy = -\frac{ab^2x}{(x-a)^3}$$

Substituting we get

$$\begin{aligned} x &= \frac{ab^2x}{(x-a)^3} \\ (x-a)^3 &= ab^2 \\ x-a &= (ab^2)^{\frac{1}{3}} \\ x &= a + (ab^2)^{\frac{1}{3}} \\ y &= b + (a^2b)^{\frac{1}{3}}. \end{aligned}$$

[This problem was solved by R. W. McFarland, E. M. Stribbling, Jacob Staff, and Josiah Scott.]

SOLUTION OF No. 5.—BY R. W. MCFARLAND.



Let A be the starting point. Because the angles at E are equal; those at H are the complements of those at E; those at K the complements of those at H. Wherefore the angles at E and K are equal, and hence, H is the middle of D C, and C N = C H. Therefore, D N = 45 feet, A D = 40 feet, whence A N = A E + E H = $\frac{1}{2}$ the range of ball = $(40^2 + 45^2)^{\frac{1}{2}} = \sqrt{3625}$. R = 2 $\sqrt{3625}$.

But $R = \frac{v^2 \sin 2e}{g}$ (Rutherford's Hutton, p. 847.) where R is the range; v , the velocity; e , the angle of elevation; $g = 32\frac{1}{2}$, whence by substitution, &c., $v = 66.87$ feet.

[This problem was solved by E. M. Stribbling and Jacob Staff.]

SOLUTION OF No. 6.—BY R. W. MCFARLAND.

Mr. McFarland considers that the proper way to solve this problem is, "to have each one pay the proportional part of the *separate sections* of the road." It would be better to say the carriage costs so much per mile, which cost must be equally shared by the number of riders. Proceeding on this principle he gets for A's share \$6.20, for B's \$3.80, for C's \$1.40, and for D's .60. He applies the same reasoning to No. 7.

PROBLEM No. 14.—BY E. M. STRIBBLING.

Divide a quadrilateral into four equal parts, one of the dividing lines to run from a given point in one of the sides.

ORIGINAL PROBLEM No. 15.—BY THE EDITOR.

Given a point in a given straight line to draw another straight line such that if perpendiculars be drawn to it from the given point and the extremities of the given line, the sum of the perpendiculars on the same side of the required line may be equal to the perpendicular upon the opposite side.

RATIO.

"In expressing *ratio*, the French make the antecedent the *denominator*, and the consequent the *numerator* of a fraction; while the English place the *antecedent* as *numerator*, and the *consequent* as *denominator*. In expressing the ratio of 8 to 4, the French would say it is $4 \div 8$ or $\frac{1}{2}$, the English $8 \div 4$ or 2."—*Parke's Philosophy of Arithmetic*, p. 102.

"The English mathematicians put the antecedent for the numerator, and the consequent for the denominator; but the French put the consequent for the numerator and the antecedent for the denominator."—*Thompson's Higher Arithmetic*, p. 314.

"In finding the ratio of one number to another, the French mathematicians always make the *first* of the two numbers, the standard of comparison; while the English make the last named the standard. Thus the French say the ratio of 2 to 6 is 3; while the English say it is $\frac{1}{3}$. The French method is now generally used in the United States, though, in a few works, the other is still retained."—*Ray's Algebra, Part I*, p. 232.

"The French method is now regarded as the most simple, and is now generally used."—*Ray's Arithmetic, Part 3*, p. 202.

Chase and Stoddard, also in their arithmetics, call the two methods of expressing ratio, the English and the French.

We are not able to see that the quotations above given have a particle of truth in them. *Dana P. Colburn*, in his recent work on arithmetic, says that the expression of ratio by dividing the consequent by the antecedent is the mode "usually adopted," but the other mode "may be substituted for it in any case where the change may seem desirable." Mr. *Colburn* does not call the two modes the English and the French, and therefore, what we shall have to offer against him, will be that he has not correctly stated what the general custom is in reference to the expression of ratio.

First let us inquire whether the so-called "French method is now generally used in the United States," and whether the so-called English method "is still retained" only "in a few works."

By examining the language and practice of American authors we have been able to find the following, who adopt either by precept or example the so-called French method, viz: *Adams, Burr, R. C. Smith, Emerson, Tracy, H. N. Robinson, D. P. Colburn, Ray, Lawrence, Davies, Church, Courtenay, and Stoddard*.

Prof. *Stoddard*, we believe, should be struck from this list as we have some evidence that in future he will take opposite grounds, that is, he will change to the so-called English method as *Alsop* has already done.

We have found the following American authors who adopt either by precept or example the so-called English method, viz: *Pike, Ryan, Hayward, Totten, McCartney, Green, Lewis, Alsop, S. Smith, Olmsted, Mitchel, Clark, Sherwin, F. H. Smith, Talbott, Day, Smyth, S. Chase, P. E. Chase, Peirce, Hackley, Loomis, Jas. Robinson, Naylor, Duke, Perkins, Thompson, Greenleaf, Docharity, and Whitlock*.

The specific gravity of a body is the ratio of its weight to the weight of some other body of equal volume taken as a standard. Suppose we have a body that weighs three times as much as an equal volume of water, water being

taken as the standard, and wish to find its specific gravity or the ratio of its weight to an equal volume of water. *Johnson, Parker, Comstock, and H. N. Robinson*, would say that the specific gravity is 3, which is obtained by dividing the *antecedent* by the *consequent*, or is in accordance with the so-called English method. Indeed we know of no writer on specific gravity that has not adopted this method. It will be observed that *H. N. Robinson* adopts one method in his mathematical course and another in treating of specific gravities. This is also true of *Davies*, as may be seen by consulting his definition of specific gravity and the accompanying table as given in his "*Practical Mathematics*."

We have in our possession quite a number of other works of American authors, but have not been able to find anything in their works that will enable us to classify them in reference to the point under consideration. The authors already cited in favor of expressing the ratio of two numbers by dividing the first by the second, include in their number some of the most eminent of American mathematicians.

We have adduced, then, *thirty-one* authors, most of whom are now living, who adopt the so-called English method, to *thirteen* who adopt the so-called French method, and should we class Prof. *Stoddard* with the *thirty-one* we would have *thirty-two to twelve!* Does this seem like a corroboration of the statement of our lamented friend, Dr. *Ray*, that "the French method is now generally used in the United States, though, in a few works, the other is still retained?" Or does it prove that Mr. *D. P. Colburn* was right in saying that the mode of expressing the ratio of two numbers by dividing the second by the first, "is the one usually adopted?"

Let us now inquire whether the method which we have so far styled the so-called French method, is really the French method. We shall answer this inquiry by quoting from French authors:

"Puisque la surface du cercle est égale à la demi-circonférence multipliée par le rayon, le rayon étant 1, la demi-circonférence est 3. 1415926; on bien le diamètre étant 1, la circonférence est 3. 1415926; donc le rapport de la circonférence au diamètre désigné ci-dessus par $\pi=3. 1415926$."—*Elements de Géométrie* par *A. M. Legendre*, Paris, 1848.

We shall give a literal translation of this for the benefit of those who do not read French.

"Since the surface of the circle is equal to the semi-circumference multiplied by the radius, the radius being 1, the semi-circumference is 3. 1415926; or better, the diameter being 1, the circumference is 3. 1415926; consequently the ratio of the circumference to the diameter represented above by π equals 3. 141526.

Sir David Brewster in his translation of *Legendre's* Geometry gives a translation nearly the same. *Brewster's* translation is the one *Davies* used in getting out his edition of *Legendre*.

In this passage, he adopts in the edition before us dated 1848, the exact translation of *Brewster*, and adds on his own responsibility this sentence: "The number 3. 1416 is the one generally used." Dr. *Davies* has, however, in his last edition, discarded *Legendre's* language in this connection:

"Le rapport de 3 à 2 est 1. 5 ou 1. 50."—*Cours de Mathématiques*, par *Bezout*, Paris, 1845.

"The ratio of 3 to 2 is $1\frac{1}{2}$."

"Le rapport de deux quantites est le quotient qu'on obtient en divisant la premiere par la seconde."—*Lecons de Geometrie, par P. L. Cirodde, Paris, 1844.*

"The ratio of two quantities is the quotient which we obtain by dividing the first by the second."

"L' expression (avec dix chiffres decimaux) du rapport de la circonference au diametre, est, par le calcul de Viète, 3. 1415926535."—*Complement des Elements D' Algebre, par S. F. Lacroix.*

"The expression (with ten decimal figures) for the ratio of the circumference to the diameter, is by the calculation of Viète, 3. 1415926535."

Reynaud, in his "*Theoremes et Problemes de Geometrie, Paris, 1838,*" also adopts the plan of dividing antecedent by consequent to express the ratio of two quantities. Bourdon does the same in his "*Application de L'Algebre a la Geometrie comprenant La Geometrie Analytique a deux et a trois dimensions, Paris, 1854.*"

The same plan is adopted in Dr. Wittstein's translation into German of *Navier's Calculus, Hanover, 1848.* Navier was, and may be now is, a Professor in the Polytechnic School, Paris.

To these we may also add the names of *Carnot, Sganzin, and Francœur*, and on the authority of another, *Auguste Comte*, the distinguished author of "*Cours de Philosophie Positive,*" for in looking over that part of this work which Gillespie has translated under the name of "*Philosophy of Mathematics,*" we have seen nothing that indicates what Comte's practice is in this respect.

We have then found no French author except *Lacroix* that gives evidence of adopting the so-called French method. We except *Lacroix* because in a translation of *Lacroix's Algebra* by Farrar there seems to be some evidence that *Lacroix* there wrote upon the principle that the consequent should be divided by the antecedent to express a ratio, but this evidence falls far short of that which we have already given in our quotation from his Supplement to his *Elements of Algebra.*

Have we, then, any foundation for the trite remark that the *French method* of expressing ratio, is by dividing *consequent* by *antecedent*? And does it not seem very strange, that Dr. Ray with a mathematical library before him, which was well supplied with French authors, should say, that the French mathematicians "always" divide consequent by antecedent in the expression of ratio?

Dr. Minding, in his "*Handbuch der Differential-und-Integral-Rechnung, Berlin, 1836,*" and Meier Hirsch, in his "*Samlung von Beispielen, Formeln und Aufgaben aus der Buchstabenrechnung und Algebra, Berlin, 1853,*" adopt the method of expressing ratio, which is called the English method, or in other words, adopt the same method that the French authors, whom we have quoted, do.

"If the relation of the numbers 18 and 12 be required, 18 is the antecedent, 12 is the consequent, and the ratio will be $18 \div 12 = 1\frac{1}{2}$."—*Euler's Algebra, London, 1828.*

Let us pass now to English mathematicians, and scientific writers:

We have found by examination, that *Vince, Grier, Bird, Bridges, Simpson, Fennel, Hind, Wilson, Woodhouse, Hutton, Rutherford, Whewell, Leslie, Bon-*

newcastle, and the author of the work on Geometry in the Library of Useful Knowledge, in expressing the ratio of one number to another, divide the first by the second.

To these we may add, on authority, the *Encyclopedia Britannica*, *Rees's Encyclopedia*, *Brande's Encyclopedia*, *Sir Isaac Newton*, and *John F. W. Herschel*.

In the American edition of *J. R. Young's Algebra*, we observe that the consequent is divided by the antecedent, and Davies, in his *Logic of Mathematics*, p. 160, says that the *Encyclopedia Metropolitana* also adopts this mode of expressing ratio.

Let us now sum up the authorities. We have not included Scholfield in our list of American authors, because on p. 13 of his Geometry he says, "The ratio of A to B is expressed by $A \div B$," and on the same page he says, "The ratio of A to B is $B \div A$." Nor have we given Knapen, as an American author, who in his *Mechanics' Assistant*, published by the Appletons, divides antecedent by consequent, because we do not know whether the work is a reprint or not.

We have then found *fifteen* authorities for dividing the consequent by the antecedent, thirteen of these being American and two English, and *sixty-four* for dividing antecedent by consequent, thirty-one being American, nineteen English, ten French, three German, and one doubtful. In this enumeration we have omitted both *Lacroix* and *Scholfield*.

Thus we see that the so-called English method, is also the German method and the French method, and that the so-called French method is mainly confined to the United States, and even here is not used by more than *one-third* of our mathematical writers.

In another article we shall endeavor to prove that it is *most philosophical* to divide antecedent by consequent. In the meantime the reader should examine *Davies's Logic of Mathematics* in which the opposite plan is advocated.

☞ Since writing the above, we have noticed that Gillespie in his *Land-Surveying*, divides antecedent by consequent in expressing a ratio fractionally. It is perhaps needless to add that Mr. Gillespie is Prof. of Civil Engineering in Union College.

☞ In these French quotations the accents have been omitted for want of proper type.—PRINTER.

CORRECTION.—Problem 13 in last Number should read as follows: Prove that $(\cos.a \pm \sin.a\sqrt{-1})^n = \cos.na \pm \sin.na\sqrt{-1}$.

MATHEMATICAL ITEMS.

Dr. John Pell, an eminent English mathematician who was born at Southwick in Sussex, March 1, 1610, was the inventor of the symbol \div for division.

Wm. Oughtred, an eminent English mathematician and divine who was born at Eton in Buckinghamshire in 1573, first introduced the symbol \times to denote multiplication.

EDITORIAL MISCELLANY.

THE GREAT SCIENTIFIC WORK OF THE AGE.

Contributions to the Natural History of the United States, by LOUIS AGASSIZ, in ten volumes, at \$12 per volume. Published by Little, Brown & Co., Boston, Mass.

Prof. Agassiz, the first of living Naturalists, has, for the past eight years, been devoting his attention to those classes of the Animal Kingdom which American naturalists have not, thus far, fully investigated. He now proposes, in a series of independent volumes, to publish the result of his scientific researches. From a careful estimate of his materials, he is satisfied that he will be able to include the most valuable part of his investigations in ten quarto volumes; each volume containing about 300 pages, with at least 20 plates. Each volume, as we say, will be complete in itself, so that if any unforeseen difficulties should interrupt the progress of the work, the parts already published shall not remain imperfect. To render the work more accessible, it is proposed to publish at the rate of one volume a year, as such an arrangement will bring it within the reach of every student and friend of science throughout the country. The first volume will be issued about the first of August next.

In entering upon this work, Prof. Agassiz expects and desires no pecuniary emolument. He labors solely for the advancement of science. Those who are familiar with the previous history of Prof. Agassiz will not doubt the truthfulness of this statement. Eight or nine years ago he left Europe with a debt of \$21,000 incurred in publishing his former works there. His income from lectures, which he now relinquishes in order to prosecute this work, has been applied to the liquidation of those debts, which, these being now fully and honorably discharged, he devotes himself to the magnificent work to which we have referred above. We trust, for the honor of the United States, that it will meet with a most liberal support. Already upwards of seventeen hundred subscriptions have been received. No agents are appointed. What each one does for its success must be from the love of science. Names of subscribers may be sent directly to the Publishers, or to the Resident Editor of this Journal, who will be glad to furnish any farther information in his power in reference to the work, and will see that any names sent him are forwarded to the Publishers.

OUR FRIENDS in Wayne county are wide awake. The late meeting of their County Association was exceedingly interesting. Teachers who do not attend Educational Associations or take Educational Journals must soon get behind the times. In this latter respect old Wayne is up and doing. Between seventy and eighty names have already been received for the Journal. Will not other parts of the State emulate her example? Every teacher should take at least two or three Educational Periodicals, and one of them should be the

Hoosier Journal, of course. Friends, let us go to work in earnest. Let us organize County Associations; tax ourselves, if need be, not only in time but in money, to awaken an interest among teachers. Nothing valuable can be obtained without labor and self-sacrifice. We need Teachers' Meetings, Teachers' Institutes, and we ought to place our Journal on a surer and more permanent basis.

Our brethren in Ohio have set us a noble example. To their faithful, energetic, and united labor the wonderful improvement in schools, and the deep and rapidly increasing interest in education in that State, is due. We must do the same here. How precarious is the condition of our Free Schools! How low the standard of education! How little interest among our people! How poorly qualified are many of our Teachers! To those who love their profession, who feel a lively interest in advancing the cause of education, we appeal. We must labor not for our own schools alone, but we must arouse the State. Our School system must be made a unit. We must reach every part of the Commonwealth. We trust our Committee of Arrangements will take measures to secure a good meeting in Lafayette. Let us have the Programme for publication in the June number of the Journal. And, meantime, let our friends organize County Associations, and through them secure a good attendance at our State meeting.

SCHOOL INTELLIGENCE.

CHICAGO SCHOOLS.—The number of pupils in the Public Schools in Chicago, during the past year, we see by the report of Mr. Dore, the Superintendent, was 6,826. The salaries of Male Teachers were \$1,000 and \$1,200. Females receive from \$250 to \$400.

During the past year an ordinance passed the Common Council for the establishment of a High School. This ordinance provides that after the High School shall have been established one year, no pupils shall be admitted to it who have not attended some public Grammar School the year preceding the time of application for admission, provided they have been residents of the city during that time. After it shall have been organized two years, no pupils shall be admitted to it who have not been members of some public Grammar School the two years preceding the time of application, provided they have been residents. The beneficial effect of such an ordinance upon the lower grades of schools is obvious. The expenditure for the High School Building is very liberal. It will cost, when completed, forty thousand dollars, independent of the lot. The main building is eighty feet long by fifty-two feet wide, with central projections five feet by twenty-five. It is three stories high above the basement. What nobler monument can a Republican city erect than this?

DEARBORN COUNTY.—From our friend, C. G. Hutton, of Hogan township, Dearborn county, we have the following in relation to School matters there:

There are 390 pupils in the township. The schools, five in number, are under the supervision of Prof. S. R. Adams, of the Wilmington Seminary. The

schools, the present term, have been in session since October 22, a portion of the expense being defrayed by a tax on the pupils. The Township Library, consisting of 320 volumes, is extensively read. Many of the books, however, are poorly bound.

RICHMOND SCHOOLS.—We have received the Report of Mr. J. Hurty, Supt. of Public Schools, Richmond, Ind. We make the following extracts:

"Our plan is, let no scholar be idle in school. Keep him busy *all* the time. The ingenuity of an intelligent teacher can always devise means to keep the pupils at some pleasing employment when not reciting."

"There has been a general co-operation on the part of parents to sustain the authority of the school. We have had but very few cases of interference or attempted dictation. It is invariably the case, that those who attempt to dictate to the teacher on his method of government, succeed but poorly at home. In no other way can a parent abuse his child worse than by listening to his tales, setting forth the pretended wrongs that he sustains at school."

This last remark is most true, and so conscious of this are parents, that those who practice it most, universally deny it. The usual preface to a school complaint, is, "I never listen to my children's stories," or, "I never say a word to them." If parents would take occasion to visit the school where their children are taught, to see the teacher who is educating them, on other occasions than when irritated by some real or imaginary injury, they would do much to remove the necessity for severity on the part of the teacher, and materially assist in the education of their children.

CLEVELAND CENTRAL HIGH SCHOOL.—

We visited this school in May last, and during a somewhat extended trip through the Western States, in which we visited many schools, we saw none which we thought superior to this. The average age of the pupils was greater than in most High Schools which we saw, and consequently the course of study was more extended and thorough. We were glad to see that the unnatural method of educating the two sexes in separate schools did not obtain here, and as an almost natural consequence, there was more vigor and life in the recitation and a better and a higher order of discipline in the school.—Self-respect, absence of trifling, earnestness, and energy characterized the scholars both in study and in recitation. We are glad to see that so good a school has now a suitable house for its accommodation. The new building which is just completed is 60 feet by 90, and is three stories above the basement. The second floor above the basement is occupied by the High School and is furnished with single desks for 152 scholars. The whole cost of the building, furniture, and all, was \$19,000. A most liberal expenditure, and worthy of our Public Schools and of the "Forest City." The Ohio Journal gives the following history concerning this school:

"When it was first opened for both sexes, the course of study being deemed too difficult and extended for girls, was considerably narrowed, especially in mathematical studies, and they were permitted to stop at certain points, and here and there drop a study altogether. In justice to the young ladies, however, it should be stated that they indignantly refused to accept this charitable arrangement, and from that day to this have traveled the same path marked out for the boys, climbing the same rugged steep and mounting as high."

PERSONAL.

Mr. John Eaton, of the Clinton Street School, Cleveland, has been appointed Superintendent of Schools in Toledo, O., in place of Rev. S. Smyth, who resigned to take the Editorial charge of the Ohio Journal of Education.

Mr. Morgan, formerly of Westtown Boarding School, Pa., is now a teacher in the Friends' Boarding School, near Richmond, Ind.

Mr. Daniel Roberts, formerly of Newport, Wayne county, has united with Messrs. Edwards and Shortridge in the control of the Whitewater College at Centreville.

Mr. Grant, of the Richmond High School, has resigned, and his place has been supplied by Miss Vance, of Cincinnati.

Benjamin F. Lang, who, for eight or nine years has been engaged in teaching in Indianapolis, has received and accepted the appointment of Professor of Mathematics at Kenyon College, Gambier, Ohio. Prof. Lang has won a high reputation as a Teacher, and leaves amid the universal regrets of our citizens. On the closing day of his school, his pupils, past and present, assembled to bid him farewell, and to present him, as a token of their affectionate regard, an elegant service of plate. We are sorry to part with Mr. Lang, for in him not only our city loses a thorough Teacher, but our Association, also, one of its most efficient members.

OBITUARY.

It is with sorrow—sorrow that hundreds of teachers, West as well as East, will share—that we chronicle the death of Mr. NICHOLAS TILLINGHAST, the first Principal of the State Normal School at Bridgewater, Mass., who died at his residence in that town on Thursday, April 10. Mr. Tillinghast graduated at West Point in 1824, was Professor in that Institution from 1827 to 1834, and in 1840 took charge of the Normal School at Bridgewater. He continued there till ill health compelled him to resign about two years since. Thorough and practical in his teaching, avoiding superficiality and show, he impressed the earnest truthfulness of his own character upon his pupils. Their confidence in him was unbounded. With them he was *the* teacher. We are acquainted with many who attended the Normal School under his instruction, and we have been struck with the filial love and respect with which they all regard him. We know how anxiously they have watched the various remedial measures for the restoration of his health, and how fondly they have cherished the hope of seeing him once more in the school-room.

In the death of Mr. Tillinghast the Educational interests of Massachusetts sustain a severe loss. No man has done more than he to improve her schools by elevating the character of her teachers; and to his success, in an eminent degree, the popularity and permanent establishment of her Normal Schools is to be attributed.

OUR EXCHANGES.

The first number of the *Wisconsin Journal of Education* is received. The year 1856 is especially prolific in Educational Periodicals. The *Wisconsin Journal* starts with a strong and vigorous look, and bids fair to be an able co-adjutor in the cause. Fortune smiles upon its birth, for the Legislature of Wisconsin has ordered a copy to be put into every School District in the State. It is published at Racine. Jno. G. Mynn, Resident Editor.

The *Illinois Teacher*. This neatly executed, well written, well arranged, and spicy Journal is now on its second year. With such Journals in the West as those of Ohio, Wisconsin, and Illinois, our elder brethren at the East can claim little advantage over us.

PELTON'S OUTLINE MAPS.—We ask the especial attention of Teachers to the Advertisement of Pelton's Outline Maps. Such Maps not only assist the pupil in making his Geographical knowledge distinct, and thus fixing it in the mind, but by means of them the Teacher can create an interest and enthusiasm in a study which many pupils and teachers consider dry and tedious. Teachers, you will help yourselves as well as your pupils by making some effort to get them introduced. No Outline Maps are better than Pelton's. The liberal terms on which they are offered, too, should be an inducement. Each School District, by purchasing one *set* of these, can also get a copy of Webster's Unabridged Dictionary, a work which New York, Massachusetts, and Wisconsin have placed in nearly every one of their School Districts. The offer of Mr. Rolfe only extends to June 15.

QUESTIONS FOR SCHOOL-BOYS.

Why can a boy swing himself by stooping in his swing? —
 Why does burning grass in a meadow, on a still day, produce whirlwinds?
 Why does a spinning top stand up?
 Why does the wind whistle at the corner of the house?
 Why does a drunkard's breath smell of Alcohol?—COM.

The late Samuel Rogers' recipe for a long life was "Temperance, the bath, the flesh-brush, and don't fret." Rogers lived to the age of ninety-six.

CORRECTION.—The article on "Woman," in the April number, should have been credited to our Associate, Miss M. F. W., of New Albany.

THE
Indiana School Journal.

VOL. I.

INDIANAPOLIS, JUNE, 1856.

NO. 6.

TO THE TEACHERS OF INDIANA.

AN ADDRESS, PREPARED BY THE COMMITTEE APPOINTED FOR
THIS PURPOSE, AT THE LAST MEETING OF THE STATE TEACH-
ERS' ASSOCIATION.

Teachers of Indiana : To you is committed the charge of one of the most important interests of human society—the education of its youth. To your care the youth of this Commonwealth are committed, at that age when they are most susceptible to influences which are calculated either to ennoble and elevate to stations of honor and fame and happiness, or to degrade to misery and shame forever. How is this important trust discharged? In view of the responsibilities belonging to the profession you have chosen, this query, in all the magnitude of its momentous import, has, no doubt, often suggested itself to your attention. In close connection with this, are other questions no less deserving your most serious consideration. They are these: How am I *prepared* to discharge the duties of this important trust? Have I availed myself of the means within my reach, thoroughly to prepare for the proper performance of *all* the duties of my calling? Are there yet any instrumentalities that may be used to attain still higher degrees of ability to meet successfully the responsibilities of the true and faithful teacher?

He who, with proper views and from proper motives, assumes the duties of the teacher, can not but feel deeply interested in whatever tends to the advancement of the glorious cause in which he is embarked. Among the most efficient instrumentalities for the teacher's own improvement, and the education of public

sentiment, which can now be enjoyed, is the Teachers' Institute. It is essentially popular in its character, bringing within the reach of the humblest laborer in the educational field, the means of improvement—of profiting by the rich stores of experience which others have collected. This is also still more clearly seen in its nice adaptation for exercising an animating influence upon the community in which it is held. It is, indeed, a life-inspiring institution, both with respect to the teacher and to community.

An Institute is but little more than a *protracted Teachers' Convention*, in which many of the exercises are of a more familiar and practical character than can be introduced into an ordinary convention. It may be regarded as a kind of school, of which the object is, to improve the teachers of common schools, and through them to exert an elevating influence upon those schools and the whole community. The sessions may be continued from one to three or four weeks, as may be judged best. During the day, the members are instructed in all the various branches they are expected to teach; thus securing a thorough review of all the branches in which instruction is given. The pupils are questioned upon these branches, or may ask questions upon them, or present their own views, and state objections to those set forth by the instructors. There is thus obtained a perfectly free interchange of opinions, and the best opportunity is afforded for insuring uniformity in the mode of teaching, and explaining all the studies pursued under their direction. The evening exercises consist of public lectures upon the subject of education, and the discussion of general questions connected with it;—these are usually attended by large numbers of the citizens of the place, and thus a favorable influence is exerted upon a much greater number than the regular pupils. Much valuable statistical and other information is furnished, in these exercises, to the teachers and all who attend, tending permanently to show the paramount importance of the whole subject of general education. Such is the nature, and such the exercises of the Teachers' Institute.

Need we then tell you, teachers, that where Institutes are properly conducted, they become a source of incalculable benefit to those who give their attendance upon them? Or need we tell you farther, that if Institutes have been formed, it is your imperative duty to be present at every meeting, or if they have not, that then your own best interest as teachers, and that of education in the community around you, requires their immediate formation in every County in the State?

Fully impressed with the conviction that they are just the agency now needed, to produce a proper degree of interest in the cause of education among all classes, and to give a noble impulse to the progress of the enterprise in our midst, the State Teachers' Association, at its last meeting, resolved to labor unweariedly for their establishment in every portion of the State.

In accordance with this determination, the undersigned were appointed a committee to present this subject before you, to invite your earnest attention to it, and your active co-operation in its prosecution. Permit us to assure you that no one who has not attended a well conducted Institute, can form any adequate conception of the interest which may be awakened, and the amount of practical instruction which may be communicated, by experienced teachers and lecturers, in a short session of two or three weeks.

If such be the nature and objects of the Institute, and such the benefits which result from a participation in its exercises, who can doubt the obligation incumbent on every teacher, to aid in the advancement of those objects, and to partake to the utmost extent of his capacity, of benefits alike precious to himself, and inestimable to society? It is no new thing we ask of you. The experience of sister States for several years, in its advantages, in the facility and potency with which it may be brought to bear upon every department of educational interest, and in its power to mould aright the public sentiment in favor of a more elevated and liberal standard of education, has abundantly demonstrated its utility. And, besides, shall the teacher be the only professional character who will make no efforts to elevate and improve his own profession? The Institute is in perfect harmony with the principles which regulate our conduct. With respect to the other professions, schools and colleges are established for the specific training of surgeons and physicians. Clergymen and lawyers have theirs. The agriculturist has his fair, and the mechanic his exhibition. In short, each class has, at some time, its convention for the promotion of its own peculiar interest. That the teacher should have his Association, seems necessary to complete this unfinished part of the social edifice.

Shall we, then, call in vain upon the teachers of this State, fast growing into wealth and influence, to avail themselves of the best possible means, now within their reach, to accomplish the realization of their fondest hopes as successful teachers, thus securing to themselves a great and present good, and conferring upon society

greatly increased benefits in the improved methods of instruction attained? The most crying want of this Commonwealth is the want of accomplished teachers. There is none who feels that he can not make improvement. Here is an institution designed for the formation of better teachers. Without this we can make no important progress.

Says one, "an institution for training men to train the young, would be a fountain of living waters, sending forth streams to refresh present and future ages." In the absence of the Normal School, primarily referred to here, let the Institute be this fountain of living waters, which shall send forth to every district in the State, its streams of light and love to gladden the heart of every child, and cheer him on in the pathway of knowledge.

Let us entreat you, then, to be aroused to a full appreciation of the magnitude of the labor to be performed. A great work, indeed, is to be accomplished before the schools and teachers become what they should be. Your own interest as individual teachers requires that this work should be done; the interests of your profession require it; those of community demand it. Shall it be done? If so, then will a bright day indeed have dawned upon the cause of education here—a day which, we trust, through your well-directed and united efforts, shall continue to increase in brightness, till, when its close shall have come, it will be among the scenes of happy contentment and peace, which a free and universal education, tempered by the hallowing influences of an enlightened, christian sentiment, will bring to every home.

J. M. McLANE,
J. HURTY,
J. R. CHALLEN,

} *Committee.*

SCIENTIFIC.

PLANETOIDS.

Such has been the number of discoveries in the last dozen years that it is very difficult for us to keep pace with them. Among these discoveries, those of astronomy occupy an important place. We propose to give a table of the planetoids, so far as known, up to January 12, 1856. We have been a diligent observer, for the

last ten years, of the announcements made concerning the discovery of these small planetary bodies.

The bodies have generally been known by the name of *asteroids*, but this term is now gradually giving way to the more appropriate name, *planetoid*.

This table may be relied on as correct, being based on a comparison of quite a number of scientific periodicals. Some mistakes made in *Silliman's Journal*, which is generally reliable, are here corrected. The same may be said of the *Annual of Scientific Discovery*, the seventh volume of which has lately been published.

TABLE OF PLANETOIDS.

| No. | NAMES. | DISCOVERED | DISCOVERER | PLACE. | NAMED BY |
|-----|---------------|-----------------------|---------------|------------------|--------------|
| 1 | Ceres | January... 1, 1801, | Piazzi..... | Palermo..... | Piazzi. |
| 2 | Pallas | March.... 28, 1802, | Olbers..... | Bremen..... | Olbers. |
| 3 | Juno..... | September 1, 1804, | Harding..... | Lillienthal..... | Harding. |
| 4 | Vesta..... | March.... 29, 1807, | Olbers..... | Bremen..... | Gauss. |
| 5 | Astræa | December 8, 1845, | Hencke..... | Driessen..... | Encke. |
| 6 | Hebe..... | July..... 1, 1847, | Hencke..... | Driessen..... | Gauss. |
| 7 | Iris..... | August.... 13, 1847, | Hind..... | London..... | Bishop. |
| 8 | Flora..... | October.... 18, 1847, | Hind..... | London..... | Herschel. |
| 9 | Metis..... | April..... 25, 1848, | Graham..... | Sligo..... | |
| 10 | Hygeia | April..... 12, 1849, | Gasparis..... | Naples..... | Capocci. |
| 11 | Parthenope, | May..... 11, 1850, | Gasparis..... | Naples..... | Herschel. |
| 12 | Clio..... | September 13, 1850, | Hind..... | London..... | Hind. |
| 13 | Egeria..... | November. 2, 1850, | Gasparis..... | Naples..... | Leverrier. |
| 14 | Irene..... | May..... 19, 1851, | Hind..... | London..... | Herschel. |
| 15 | Eunomia | July..... 29, 1851, | Gasparis..... | Naples..... | Gasparis. |
| 16 | Psyche..... | March..... 17, 1852, | Gasparis..... | Naples..... | |
| 17 | Thetis..... | April..... 17, 1852, | Luther..... | Bilk..... | Argelander. |
| 18 | Melpomone. | June..... 24, 1852, | Hind..... | London..... | Airy. |
| 19 | Fortuna..... | August.... 22, 1852, | Hind..... | London..... | Hind. |
| 20 | Massilia..... | September 19, 1852, | Gasparis..... | Naples..... | Valz. |
| 21 | Lutetia..... | November 15, 1852, | Goldschmidt. | Paris..... | Arago. |
| 22 | Calliope..... | November 16, 1852, | Hind..... | London..... | J. C. Adams. |
| 23 | Thalia..... | December 15, 1852, | Hind..... | London..... | Bishop. |
| 24 | Themis..... | April..... 5, 1853, | Gasparis..... | Naples..... | Secchi. |
| 25 | Phocæa..... | April..... 6, 1853, | Chacornac .. | Marseilles .. | Valz. |
| 26 | Proserpina.. | May..... 5, 1853, | Luther..... | Bilk..... | Humboldt. |
| 27 | Euterpe..... | November. 8, 1853, | Hind..... | London..... | |
| 28 | Bellona..... | March..... 1, 1854, | Luther..... | Bilk..... | Encke. |
| 29 | Amphitrite. | March..... 2, 1854, | Marth..... | London..... | Bishop. |
| 30 | Urania..... | July..... 22, 1854, | Hind..... | London..... | D. Morgan. |
| 31 | Euphrosyne. | September 1, 1854, | Ferguson .. | Washington.. | Ferguson. |
| 32 | Pomona..... | October.... 28, 1854, | Goldschmidt. | Paris..... | |
| 33 | Polymnia..... | October.... 28, 1854, | Chacornac .. | Paris..... | |
| 34 | Circe..... | April..... 6, 1855, | Chacornac .. | Paris..... | |
| 35 | Leucothea.. | April..... 19, 1855, | Luther..... | Bilk..... | |
| 36 | Atalanta.. | October.... 4, 1855, | Goldschmidt. | Paris..... | |
| 37 | Fides..... | October.... 5, 1855, | Luther..... | Bilk..... | |
| 38 | Leda..... | January.... 12, 1856, | Chacornac .. | Paris..... | |
| 39 | | February.. 8, 1856, | Chacornac .. | Paris..... | |

Amphitrite was discovered on the same night that Bellona was; but, being after midnight, the discovery dates the 2d. It is frequently put March 1. Most authorities date the discovery of Melpomene, June 24, as we have given. But one authority, which we have in no other instance differed from, so far as it goes, has the date June 25. If the discovery was after midnight, this date would be correct. But not being able to ascertain the hour of discovery, we have given the common date.

It is stated that Pomona and Polymnia were both discovered in Paris on the 28th of October, 1854; but Silliman's Journal gives October 27th, as the date of the discovery of the former, and October 29th, for that of the latter.

Mr. Hind has discontinued his observation for the last two years, having been appointed Superintendent of the British Nautical Almanac. The scene of Mr. Hind's exhausting labors was Mr. Bishop's private Observatory, in Regent's Park, London, where he discovered *ten* planetoids. It is also at this Observatory that Amphitrite was discovered by Marth, thus making *eleven* planetoids that have been discovered at one Observatory. *Seven* have been discovered at the Royal Observatory, at Naples, by Dr. Annibal de Gasparis, the assistant Astronomer. *Five* have been discovered by Luther, at the Observatory at Bilk, near Dusseldorf. *Four* have been discovered by Chacornac, one at Marseilles, and three at Paris. *Three* have been discovered by Herman Goldschmidt, an historical painter, at Paris. He discovered Lutetia with a spy-glass. Two each have been discovered by Dr. Olbers and Hencke. Prof. Guiseppe Piazzi, Prof. Harding, Graham, Albert Marth, and Ferguson, have each discovered *one*.

Graham discovered Metis at the private Observatory of Markree Castle, Sligo, Ireland, under the direction of Mr. Cooper.

Mr. J. Russell Hind "narrowly missed the honor of being the first discoverer" of Psyche. On the 29th of January, 1852, "he entered upon his chart a star of the eleventh magnitude in the place where, according to subsequent computations, the planet ought to have been. The chart was immediately sent to the engraver, and not returned until March 18; but on the evening of that day he discovered that the star was missing. He immediately commenced a search for the planet, and actually recorded it again on the 20th, as a fixed star, but moonlight and unfavorable weather prevented him from establishing its planetary nature, before he received the announcement of Dr. Gasparis's discovery."

Massilia was discovered independently by Chacornac, at Marseilles, on the 20th of September, 1852. It was named Massilia in honor of the place of discovery, this being the ancient name of Marseilles. The name was given by Valz, the Astronomer at that place, to whom Chacornac was assistant.

Gasparis proposed *Themis* as the name of this planetoid, but appears to have acquiesced in the name proposed by Valz, although he himself was the first discoverer. Prof. Secchi having been invited to name the next planetoid discovered by Gasparis, proposed the name *Themis*, which would have been the name of Massilia, if it had not have been discovered by Chacornac. Massilia is sometimes spelt Massalia, this being the Greek orthography of it.

The next planetoid discovered by Chacornac was named Phocæa by Valz, Marseilles having been settled by a colony from Phocæa. Amphitrite was also independently discovered on the 2d of March (probably on the evening of that day), by Mr. Poggson, at the Radcliffe Observatory, Oxford, England. The same number of the London Times contained the communications of Mr. Hind, of London, and Mr. Johnson, of Oxford, each announcing the discovery.

It was also discovered at Paris, March 3, by Chacornac. "On the 4th of February, at Marseilles, M. Chacornac noted a star of the tenth magnitude, which is now wanting in that place, and which is shown to have been the body first recognized as a planet by Mr. Marth."

It is said *Irene* was also seen independently by Gasparis four days after its discovery by Hind. It was named from *Irene*, the goddess of peace, in allusion to the peace then prevailing in Europe. The next planetoid, Eunomia, discovered by Gasparis, was so named by him, because Eunomia was the sister of Irene. Clio is also sometimes called Victoria. Lutetia was named in honor of Paris, which was called Lutetia Parisiorum by Cæsar.

We shall say something more of these remarkable bodies in some future article.

W. D. H.

PHILOSOPHICAL QUESTION.—How far will a house, placed upon rollers two feet in circumference, move at each revolution of the rollers. This question is simple, but in a large class of College Students but three answered it correctly.

SCHOOL SONG.—LUCY LEE.

Tune —NELLY BLY.

Down the hill, down the hill, where the lilies grow,
Where the willow branches droop, and where the waters flow,
Dwelt a little friend of ours, sweet little Lucy Lee;
No purer were the lily flowers, beneath the willow tree—
Down the hill, down the hill, where the lilies grow,
Where the willow branches droop, and where the waters flow.

On the hill, on the hill, joyfully and free,
Through the livelong summer day, played little Lucy Lee,
But when Autumn tinged the trees that grow beside the wave,
They bore our darling one away to yonder little grave;
Then no more upon the hill, joyfully and free,
Through the livelong summer day played little Lucy Lee.

O'er the hill, o'er the hill, solemnly and slow,
Carried they our little friend, to yonder church-yard low;
They laid the little Lucy down within her lowly grave,
And all the lilies faded, too, that grew beside the wave.
O'er the hill, o'er the hill, solemnly and slow,
Carried they our little friend to yonder church-yard low.

Up the hill! up the hill, gentle angels bore
The lovely one that we shall see upon the earth no more.
For only Lucy's body, then, to yonder grave was given;
Her happy spirit plays again, upon the Hills of Heaven!
Up the hill! up the hill, gentle angels bore
The lovely one that we shall see upon the earth no more.

MRS. M. C. S.

PRIMARY READING.

REPORT READ BEFORE THE WAYNE CO. T. ASSOCIATION.

That primary reading should hold a prominent place in our schools, is readily admitted, and yet, that it has been *sadly* neglected, I think many can give their united testimony.

In mixed schools, where one teacher is required to attend to all, from the class in algebra, down to the abecedarian, it is quite impossible to give the requisite attention to all; and what portion so easily imposed on as the *little* ones.

But oh! the weary hours that must be endured by the child that is required to sit all day long, perched upon a bench, with book in hand, which to him is certainly a "sealed book;" with no assistance in unlocking it but that of being hurried over the alphabet three or four times a day. And thus he plods along, over the "*bridge of sighs*," until he has mastered the alphabet. Then comes the dull process of combining those letters into words, without meaning, such as ab, eb, &c. And then the reading or calling of words, which is quite as dull, for the sense is *surely* lost to the child that is obliged to stop and spell a word in every sentence he reads. But I have said enough on this subject: for any one that has passed over this dreary road will be very apt to remember it. So I will now speak of a better way, though I feel my inability to do the subject justice, and am very sorry one more competent was not appointed to report on this subject.

I have tried many plans, and among all, the *word method* stands pre-eminent. At least I think no one would be willing to return to the old method of teaching the alphabet first; after having tried this thoroughly.

To compare the two systems, we will take a child that knows nothing of the alphabet, and show him the letter A and the word dog, and see which he will most readily remember. A is something he has never heard of, or seen, and there is nothing to fix it in his mind. But the word dog! Oh! how different, and then the word good, and you can tell a story of a good dog, and you will find these words so fixed in his mind that he will never forget them. And so you can go on, giving him three new words each lesson, and four lessons each day, so the first day he will learn twelve words, and these you can combine so as to make a number of sentences. And he will read these more correctly than others that have been spelling these words for months.

It has been said that "children are naturally graceful," and I think it is equally true, that they are naturally eloquent. For I have observed that a child, after he has been taught to articulate the words, and knew them readily at sight, will take such sentences as "Is John a good boy?" and "John is a good boy;" and give the emphasis and inflection more correctly than others that I have seen drilled on these rules for months.

But the first requisite for good reading is distinct articulation, and I know of no better way of securing this than by drilling the child on the sound of the letters. Then I would teach him to ana-

lyze words, by giving the different sounds composing such words ; at first slowly and distinctly, then more rapidly, till he can articulate each word correctly (which is something for a child of five or six years to do). But as it is necessary for all to know the names of the letters of the alphabet as well as their sounds, I suppose I shall be expected to give some plan of teaching this : so I will give you one that I have pursued with very good success, in connection with the " word method " of reading.

Each child should be provided with a slate and pencil, and encouraged to print the words of the lesson on the slate ; which you will find to be a very profitable amusement for him between the regular lessons ; and if you should find the words interspersed among hieroglyphics of childish imagination, never mind that ; for he will lose nothing by being constantly employed. And in this way, and by joining with others more advanced, in giving the sounds of the letters from the chart, I have seen large classes taught, not only the names. but the sounds of each letter of the alphabet, without any apparent effort on the part of teacher or scholar.

With these few remarks I shall close, for being requested to report on primary reading, you can not expect me to give many rules ; and, indeed, I have but one for small children ; that is, to read, just as they would talk if they were telling me the story.

Richmond.

Miss E. Cox.

IS IT WELL WITH THE CHILD ?

In our efforts for the promotion of popular education, we have very wisely directed a large share of our attention to the personal improvement of the teacher. We join teachers' associations, attend teachers' institutes, and read educational periodicals, with this end chiefly in view. We procure new and improved text-books, in order to perfect ourselves in the various sciences which we are daily teaching. Now, text-books are prepared for the especial benefit of advanced pupils. Witness our Grammatical Analyses, Higher Arithmetics, Physical Geographies, and the various attempts to bring the higher mathematics, the natural sciences, and the ancient and modern languages, within the reach of the advanced pupils in our common schools. All this is well. It is

beginning, I doubt not, at the right point. Let the intellectual wants of teachers and older pupils be properly cared for, and every department of education will be promoted.

But the greatest and most difficult problem is yet to be solved. The teachers in our public schools inform me, that from one-half to two-thirds of their time is occupied in teaching beginners to read and speak, and that one-half the members of their schools are not sufficiently advanced to be able to use their books with much pleasure or profit to themselves. They spend from four to six hours in school, daily, for the sake of the drilling the teacher can give them, which will amount to not more than a small fraction of an hour each day. At the age of ten years, very few children are in the habit of entertaining themselves by reading, even upon those topics which are deeply interesting to them, when skillfully presented in a public lecture, or in private conversation. Now, it is a leading object of our schools, to enable their inmates to use books with pleasure and profit to themselves. Mental discipline and the accumulation of knowledge are other important ends. But skill in reading is the first thing usually sought for. Is there not a great waste of time on the part of the pupil, and of labor on the part of the teacher, by the methods usually pursued? What better calculated to stultify the child, and give him a lasting distaste for school and the use of books, than the present custom of requiring him to sit all day on a hard bench, with little to interest him, except the outbursting fun of some of his more enterprising neighbors? And what effect upon his moral character, to require him to sit still, an hour at a time, with a grave face, giving him the frequent assurance that this is pre-eminently the way to "be good." And as he mounts one rundle after another of the ladder, and finally reaches the vicinity of the *spellers*, what more inviting does he find there? Do we not take great pains to render everything connected with the course of study in our primary schools as uninviting as possible?

And yet, we are told, that some children love school notwithstanding. Yes. Many children love school, for its social advantages;—few love their books;—few study out of school. The few that use their books out of school, are quickened to intellectual life by the influence of parents, or brothers and sisters, or by the enthusiasm and skill of superior teachers. They become properly educated, not through the peculiar influences of our system of primary instruction, but in spite of such influences. If the reader

doubts my position, let him account for the fact, that not one in ten of the members of our common schools, at the age of fifteen, actually spends his leisure hours in reading. Is not our system of primary instruction chiefly responsible? If not, what is?

My object, in these remarks, is to direct attention to this subject. The preliminary work is in a great measure done. Teachers are waking up to the importance of personal improvement—a good omen. *Professional* improvement is the next step. Many, perhaps the majority, of our teachers, are chiefly employed in teaching the little ones. Very many of our female teachers are dealing almost exclusively with abecedarians and spellers. Their professional improvement must lie chiefly in the direction indicated above. Upon them rests the responsibility of quickening into intellectual life, the vast majority of those who are yet to become men and women, and give tone and character to the next generation. Sisters, I entreat you to enter upon the investigation of this subject. Experiment, and give us the result in the Journal. We almost invariably teach better while trying an experiment, even though the result should not be favorable to the general adoption of the method. And certainly it will add to the skill and wisdom of the experimenter, whatever may be the result.

I have alluded to the importance to the child of skill in reading; such skill as will be followed by a taste for the use of books. This is not all. Can we not, at the same time, awaken thought, secure mental discipline, expand the mind, and fill it with valuable information? How shall the teacher do this? A mathematical basis should be formed at an early age. Little real progress can be made without it. Arithmetic and Geometry should be early taught. At least, the child should learn to count, add, subtract, multiply, and divide, at the same time that he is becoming acquainted with reading and spelling,—and before a *book* called *Arithmetic* is placed in his hands. But how shall it be done? The facts of Geometry are, many of them, within the child's comprehension, and are highly important, as a foundation to nearly all his future training. Can you secure the attention of the little juveniles to them?

Above ALL things: Can you devise any method by which you can keep the little ones properly employed during all the time they are in school.

Seward, May, 1856.

R. P.

D R E A M S .

There are none, we think, by whom the scenes and associations of childhood are not recalled with pleasure. The morning of life may have been dark, but who would forget it? How often and willingly we return from the present, happy though it be, and hide ourselves in our early home;—our fairy land, whose portals human ills have never entered, where frailties and trials are unknown, and joy is ever at its noon-tide. Neither was it the abode of unmingled sorrow, but a real dwelling place of mortals, where all the vicissitudes of life are miniaturized. Of the great world without we knew but little, and cared still less. Do you not remember, too, how you dreamed no imperfections entered within the charmed circle? All these belonged to the *world*. Your friends had no faults. Bright, happy dream! Would it might always last, but that we know it is *all* a dream. And even then,—“Where ignorance is bliss, 't is folly, to be wise.” Remember you not the anguish with which you first awakened? first *felt* what you had, perhaps, long believed, that all have their frailties, all have their faults.

Now, in “our wisdom,” we smile at these dreams of childhood, and call them folly; then close our eyes and dream on a larger scale. We embody principles in persons, and while we hold to human imperfections, inwardly exempt our favorites. Thus we go on, happy in our vision of fancy, perverse in our delusion, proud of our idols: till, alas! they prove, even to us, they are but human, and we read imperfection where we had blindly-written perfection. We are convinced of our error but to plunge into another, and now we sink the whole race as far below their deserts as before we had exalted them above. We thought them gods, and they were not; now there are none good, none true, none noble; and we find an unworthy pleasure in “tracing the trail of the serpent” in the most sacred place. Better for us, were we content to take truth for our guide through a real world, than to rove at will through visionary regions till awakened by our own follies. Noble spirits there are, and there is no height of excellence to which they may not attain; but let us go too far, make them gods, and we reap the fruits of our error in disappointment and chagrin commensurate to our folly.

M. J. C.

SCIENTIFIC ILLUSTRATIONS.

The object of scientific illustrations is to elucidate nature's laws. Few minds possess the requisite sagacity for comprehending these laws, without such artificial aids as mechanical contrivance may afford. Every intelligent friend of education now acknowledges the essential importance of some kind of philosophical apparatus, for aiding the mind of the pupil, in comprehending the principles of science taught in our higher grades of public and private seminaries.

No scholar, for instance, ever gained a clear and correct idea of the properties of Electricity, of an Electro-Magnetic force, of many of the Chemical Elements, and the nature of the compounds resulting from their various unions, from mere verbal descriptions. Indeed, in case right ideas could be so acquired, far less enthusiasm would be awakened in the study, and a memory of the principles much sooner effaced.

But it is of little avail to provide Schools and Colleges with machines for illustrating the principles of science, where there is wanting the requisite mechanical skill for using such machines. To place a valuable apparatus at the disposal of a mere tyro in philosophical manipulation, and expect economical and satisfactory demonstrations, is as unreasonable as to look for success in the instruction and discipline of a school, from one taken direct from the field or mechanic shop, without any special preparation, farther than that furnished by an acquaintance with general literature.

The illustrations of science by mechanical means is an *art* acquired, like other arts, by study and practice. A teacher may be well versed in the *theories* of science, and yet make a ridiculous and expensive failure in attempting to illustrate, before his class, the properties of air with an air-pump, or of the simple gases, oxygen and hydrogen, by means of a chemical apparatus. Many young teachers, fresh from the classic halls of college, venture at once on a course of scientific experimental lecturing, with all the confidence of a Silliman or Henry, and only learn their want of practical preparation when it is too late to save themselves from ridicule, and their instruments from general mutilation.

The result is, that such become indifferent to, or perhaps disgusted with, those departments of the academical course, where

they have won such scanty laurels. The contagious feeling spreads among the pupils—the laboratory becomes an intermission resort, and the machines as “familiar” as household words. Chemistry is declared to be “so dry,” and Natural Philosophy “such a bore,” and the apparatus, for illustrating these, made to work “so shammy,” and Mr. Puffer “so hard,” that it is thought best to go over these sciences as a part of “the course,” but with as little expenditure of time and thought as may be necessary to satisfy the form. Thus, from want of proper skill at illustrating, the Natural Sciences, so fraught with pleasure and profit, may be made to present to the young mind a barren waste, void of interest, and spread over with only dry details and unmeaning complexities.

Success in teaching any study of a School depends on the teacher, and the interest manifested before his class. At Teachers' Institutes and Normal Schools, special instructions are now given in regard to the most effectual methods of teaching Grammar, Arithmetic, Geography, &c., and with results decidedly beneficial. Should not some provision also be made for special instruction in regard to the experimental sciences? No doubt this subject will soon be brought more prominently before the educational associations of the country, and the fitness of teachers for teaching the physical sciences be duly regarded, as well as their qualifications for instructing in other branches of an education. We trust it may be so.

A. W. SPRAGUE.

WORDS OF CHEER.

If thou, in the high endeavor,
Tempted souls from sin to free,
Art disheartened, falterest ever,
Let me cheer and strengthen thee.

Seemeth oft, the wished-for dawning
Gloomed with clouds, and dark and drear?
Watch in hope,—the radiant morning
Soon, in glory, shall appear.

Art thou faint and weak and wounded,
On life's fearful battle-fields?
Art thou by thy foes surrounded?
Hast thou lost thy battered shield?

Take new strength, new heart, my brother;
God's own hand shall thee sustain;
With *His* armor and no other,
Thou the victory canst gain.

Still *press on*—to thee is given
Precious hope of high renown,—
Thine own work to wear in Heaven,
Jewels in thy starry crown!

Oh! if thine the high endeavor,
Tempted souls from sin to free,
Be strong-hearted, falter never!
God will surely strengthen thee.

MRS. M. C. S.

TO BOYS.

Boys, I have taken my pen to address you upon a subject of great importance; one, too, in which you are deeply interested; and by way of introduction, suffer me to call your attention to an incident, that took place during the last war between our country and Great Britain.

The commander of one of our ships of war engaged in conflict with an English ship of superior size, and manned with a much larger force. The contest was a long and bloody one, and the English ship was fast gaining the mastery. To render the American cause more hopeless, the officer of our ship was desperately wounded, and could no longer stand upon deck to give his men the necessary orders, but was compelled to be carried below. Just as he left the deck, and in a dying condition, he cried out, "Don't give up the ship!" This was a noble saying, and showed that the man had resolved to do his duty, and to fight for his country as long as it was possible to do so. This expression of the naval hero has passed into a proverb, and has become the motto of a great many men; and we desire you to make it yours. All that is valuable, either in this world or the next, can only be obtained by means of earnest, life-long struggles. You have frequently heard the proverb, that "straws swim upon the surface, but that pearls lie deep at the bottom." That is—all that is really worth possessing is to be had by resolutely diving deep in its search. Cast

your eyes on your school room—over your class, and see who they are that stand highest in their various studies, and who uniformly secure their own approbation and that of the teacher: it is in all cases those who have this habit of perseverance, or, in other words, “who do n’t give up the ship.” And on the other hand you will find that those who fail in their recitations and school duties generally are the ones who disregard the motto, that I am tendering you for your adoption. If you live, and are permitted to follow these same boys down through life, you will see the same failure—the same want of success in all that they undertake. For it is generally the case, that the boy who lacks this habit of perseverance in overcoming the difficulties of the school-room, will succeed but little better in meeting the sterner difficulties of life. Then, where a hard proposition in arithmetic, or a knotty sentence in grammar, or, indeed, any thing else in your studies rises up to oppose your path, do not be discouraged and shrink from the contest, but go manfully to work, attack all the difficulties patiently and energetically, and “do n’t give up the ship.”

Let me here say a word to you in regard to a pernicious habit prevalent among some school-boys of shrinking from the first difficulty, and, before making the proper effort, of going to the teacher for assistance. Depend upon it, the boy who does so will never become a good scholar. This continual “crawling into the teacher’s pocket,” as it is sometimes called, induces feelings of idleness, and stands directly in the way of your own progress. Learn to rely upon yourselves—call upon the teacher for assistance as seldom as possible—endeavor to solve your difficulties yourselves; and you will enjoy a satisfaction entirely unknown to him who is continually asking for aid. Some of the very best scholars that the world has ever contained never had any teachers; they got their learning unaided from their books. But they tell us that they persevered, and when difficulties rose up to meet them in the way, they did not turn back, but manfully overcame them, or, in the language of our motto, they “did not give up the ship.”

Are you sometimes disposed to feel discouraged at the perplexities that attend the life of the student, especially in view of the long school path to be traveled? Remember that those who have gone before you have had all these things to contend with, and sometimes even greater ones. Take heart. The very efforts you make to overcome these difficulties will give you additional strength

for the task ; and as you go on, what now appear to be mountains, will then be found to be merely little hills.

Remember that this is a life of toil ; that your parents and friends, though not in school, are still toiling, and that you are now fitting yourselves for this same life of toil—this same struggle of manhood. And if you desire and expect to be prepared for that struggle when it comes, learn to persevere—not to shrink from difficulties, but in all that you do, in all that surrounds you, remember and act up to our motto, “do n't give up the ship.”

E. P. C.

HARMONY OF ACTION.

One very desirable result in our schools is harmonious action on the part of teachers and pupils.

There may be such an action, such a sympathetic union, as may be said to be perfect.

Of course, in every school, little misunderstandings between the teacher and his pupils will arise ; but they should be unfrequent, momentary, and by no means fatal to the good feeling which should exist between the parties.

To secure this unity of feeling and action, *tact*, not talent, is in constant demand. By the word *tact*, I mean skill in perceiving and using every circumstance with advantage, in the proper training of the school. *Tact* necessarily implies talent. The man who would become a successful tactician, or, if you please, disciplinarian, must have a more than ordinary degree of talent. He must not only understand the Mental Philosophy of “the schools,” but, also, (what is more practical) that quality which “The Clock-maker” denominates “human nature.” The teacher may have “all knowledge,” and many rare gifts ; but unless he possesses the faculty of managing the scholar, of evolving right feelings, in spite of opposition at first, of exercising a sort of intellectual “magnetism” over him, he has, by no means, the faculty which chiefly constitutes *tact*. That is, in a great measure, the result of an intimate and extensive acquaintance with men and things, obtained by traveling, by observation, and by association with all classes of society, in different parts of our land and world. The man who has this qualification, may possess much less talent, and become a far more successful instructor than another, in whom this quality is comparatively wanting. “How is this quality made to manifest its influence in the school-room ?” asks one ; to receive a satisfactory answer, you must visit, for a few days, some school-room, where the teacher displays this gift.

Suppose you go, now, in imagination to one. The school is about to be commenced in the morning. The teacher, perhaps,

has noticed the carelessness of the pupils, with reference to the shade-trees or flowers which ornament the grounds about the house. He wishes, now, to prevent this in future. If he stand up, with dignity, behind his desk, and utter forth his mandate, that no pupil shall touch either of these ornaments under penalty of a sound flogging, do you think he will be obeyed? He will be, perhaps, whenever the pupil fears detection, while violating the command. But let him have a good chance, and he will commit a depredation, with boldness and good relish, and boast of it, as a proof of his courage, to those who are free from the reputation of the "talebearer." Well do I remember what sweet vengeance I used to take upon an old "schoolmaster" of mine, long years ago; he had a beautiful flower-garden and nursery, fitted up at great expense, and filled with the rarest plants the country afforded. Whenever I concluded I had been unjustly flogged (two-thirds of my cowhidings were unjust), I could hardly be patient till night came, when I might sally forth, with jack-knife in hand, to leave fatal impressions upon the grafts and seedlings of the old preceptor's nursery.

Not such is the effect of a skillful tactician's effort. His language is something like the following:—"Scholars, I have noticed, with regret, that some pupils have not been sufficiently careful to preserve the ornaments in our yard; now, you love to see them there, do you not?" "Yes, sir," all reply. "They are not only beautiful to our own eyes but give others pleasure; every traveler, as he rides by, is gratified, and says to himself, 'this is a neat school house and yard, and the scholars must be very good, not to destroy these ornaments in the yard. I must tell our people when I go home about it;' now, scholars, shall we be careless and destroy what gives us and every body so much pleasure, and is such a credit to our school?" "No, sir," is the full and prompt response. "Well, then you have as much if not more interest in their preservation than I have; and will you not all be careful to avoid injuring them yourselves as well as to prevent others from doing the same?" "Yes, sir," again they respond. Now in this way, as the result of this tact on the part of the teacher, two good ends have been attained. The pupils will be sure to be careful; and they will learn to have respect to the tastes and feelings of others. Again, suppose the instructor sees that some pupils injure their seats and soil their books. If he tells them that he has detected them, and if he ever catches them doing the like again, he will punish them severely; the only care they will exercise will be, to prevent being caught at their tricks. But he takes an opposite course. He reminds them that the school-house belongs to their parents and when they die will belong to them; that their books are the purchases of the hard earnings of their fathers and mothers.

He asks them, "would you not be very angry, if boys from another district should come and wantonly deface our school-house and destroy your books?" "Yes, sir," is their ready reply. "I have a plan to propose, continues the teacher, which perhaps you

will adopt; it is this,—that you appoint one of your number a “seat inspector,” and another a “book inspector,” whose duty it shall be to examine all the seats and books as often as they please, and present a written report at the end of each week, to be read before the school, exhibiting, briefly, the condition of each scholar’s seat and books.” This plan is readily adopted, the proper officers are nominated and duly elected, and every body is pleased. One says to the officer, “you won’t get a chance to report my seats as in disorder;” and another says to the other officer, “I’m going to take my books home to-night and cover them, and I will keep them ever so nice.”

Now who does not see, with half an eye, that the mere preservation of books and seats, is but a small part of the good accomplished by the tact of the teacher?

Again, the teacher wishes to prevent all whispering and confusion during the hours allotted to study. Instead of threatening to flog every body, who does not sit still, he asks the scholars, “why do you love to see a fine company of soldiers march and go through the various exercises of a military drill?” One replies, “because they have fine dresses on,” and another says, “because they all step together and do every thing together.” “Yes, the last is the chief reason,” says the teacher; “it is because they dress alike, move together, and keep such good order. Now suppose every man had a different kind of an old hat or coat on, and some had broomsticks, some clubs, and others old muskets; and when the captain should cry out, ‘Order arms,’ some should point their guns into the air, while others would swing them over their shoulders; and when the captain should say ‘fire,’ some of the men should be ‘ramming down cartridge,’ or cleaning their gunlocks; would you be so well pleased?” “No, sir,” they all reply, somewhat amused. “Good order, then, is the thing. You like to see every thing in good order?” “Yes, sir.” “Well, now, what do you come to school for?” “To learn,” is the reply. “Why can you not sit down on the corner of the street and study?” All laugh at the idea, and one says, “because there is too much going on; there’s too much noise.” “Right, my good boys, says the teacher, and can you study any better in the school-room where there is too much noise?” “No, sir.” “No, sir.”

In this way, the teacher, if he has tact, may go on, until every pupil will feel that it is his pleasant duty to be careful and not disturb the school. They may be taught to make such efforts and in such a manner, by the teacher, that the business of “preserving order” may occupy but little of his time; because the pupils have a very desirable system of self-government established.

Yes, self-government! That man is not fit for the noble office of Teacher, who dares not, in a judicious, practical manner, teach the first principles of republicanism in school. Absolute Monarchy has no business to show its hydra head in the school-rooms of republican America.

Greencastle.

G. A. C.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

No. 7.

This problem belongs to the same class as No. 6, and, therefore, needs no further notice. R. W. McFarland gives A's share, \$2.41 $\frac{2}{3}$; B's, \$2.41 $\frac{2}{3}$; C's, \$1.41 $\frac{2}{3}$; and D's, \$0.75.

SOLUTION OF No. 8.—BY THE EDITOR.

We give our solution of this problem because none of the solutions which we have received develop the principle which we made the problem to illustrate:

| A. | R. | P. | Yd. | Ft. | In. |
|-------|----|----|-----|-----|-----|
| 10 | 2 | 26 | 0 | 1 | 40 |
| 8 | 3 | 38 | 30 | 2 | 30 |
| <hr/> | | | | | |
| 1 | 2 | 27 | 0 | 1 | 46 |

Instead of subtracting 30 from 40, we add 36 inches or $\frac{3}{4}$ of a square foot to 40 and then subtract. To counteract this, we must add $\frac{1}{4}$ of a foot to the 2 feet, and instead of adding 1 yard to the 1 foot we only add $\frac{1}{4}$ of a yard or 2 $\frac{1}{4}$ feet and then subtract. We then add $\frac{1}{4}$ of a yard to 30 yards and proceed according to the usual method.

The following example is also one which we have made to be solved by the same principle:

| A. | R. | P. | Yd. | Ft. | In. |
|-------|----|----|-----|-----|-----|
| 5 | 0 | 0 | 0 | 1 | 39 |
| 4 | 3 | 39 | 30 | 2 | 17 |
| <hr/> | | | | | |
| | | | | 1 | 58 |

We give another of the same character in Long Measure:

| M. | F. | P. | Yd. | Ft. | In. |
|-------|----|----|-----|-----|-----|
| 2 | 0 | 0 | 0 | 0 | 4 |
| 1 | 3 | 39 | 5 | 1 | 3 |
| <hr/> | | | | | |
| | | | | | 10 |

In this example, we commenced by adding 6 inches or $\frac{1}{2}$ of a foot to the 4 inches.

SOLUTION OF No. 9.—BY R. W. MCFARLAND.

Let x = the greater part,
 and y = the less part;
 Then $x + y^2 = x^2 + y$
 $x^2 - y^2 = x - y$
 $x + y = 1$. *Ans.*

[This problem was also solved by M. C. Stevens.]

THEOREM No. 16.—BY THE EDITOR.

Let $A B C$ be a circle, whose diameter is $A B$; and from D any point in $A B$ produced, draw $D C$ touching the circle in C , and $D E F$ any line cutting it in E and F ; again, draw from C a perpendicular to $A B$, cutting $E F$ in H ; then,

$$ED^2 : CD^2 :: EH : FH.$$

PROBLEM No. 16.—BY THE EDITOR.

Construct a triangle similar to a given triangle in such a manner that its vertices may be in three concentric circumferences.

MR. EDITOR:—Among the subjects that are now attracting the attention of arithmeticians, is that relating to the origin of the dollar mark used in our currency. Although less than three-fourths of a century have passed since the establishment of our currency, yet the origin of the mark above referred to is entirely involved in doubt.

There are several conjectures in regard to its origin:

One, that it is a cypher or monogram of U. S. for United States. That it was originally written thus: 75 U. S., meaning 75 dollars United States currency—that afterward the curve was left off the U and the remaining straight lines drawn across the S., thus \$. The above is, I believe, the generally received opinion in reference to the matter; at least it so appears in most of our arithmetics.

Second, that it is derived from the label entwined about the pillars of Hercules, as seen on the old Spanish dollars.

Third, that it is merely a figure 8 with lines drawn through it, and stands for "pieces of eight," or eight Rials or Testons.

Fourth, it is supposed to be a contraction of H. S., the well-known mark of the Roman money-unit, and which was prefixed to the numerals representing any sum, just in the same way as we use *our* form of the unit mark. Its meaning is rather units, than dollars, as its use in \$.075 is quite as correct as in \$10. The Romans made use of the H S as a contracted form of II and *Semis*, meaning II and one-half—equivalent to the word Sestertius, which was equal to two and one-half *nummi*. The Sesterce was their unit of value, as the dollar is ours.

E. P. COLE.

MATHEMATICAL ITEMS.

No. 16 was one of the "Prize Problems" at Yale College in 1840.

Peletarius discovered that the root of an equation is one of the divisors of its absolute term. His algebra was printed in 4to at Paris, in 1558.

Thomas Harriot, a celebrated English mathematician, discovered that the absolute term is the continued product of all the roots of an equation.

Harriot was born at Oxford in 1560, and died in 1621 of a cancerous ulcer in the lip, which some pretended he got by a custom he had of holding the mathematical brass instruments in his mouth when working.

He was Sir Walter Raleigh's preceptor in mathematical science, and came to Virginia in 1584 with Sir Walter's first colony.

After his return he published in London, in 1588, a work styled "A Brief and True Report of the Newfoundland of Virginia, of the commodities there found to be raised, &c."

This eminent man made many discoveries, some of which will be given among future items.

EDITORIAL MISCELLANY.

SCHOOL INTELLIGENCE.—We have just had a most agreeable visit from A. J. Vawter, Sup't of Schools at Lafayette. Friend V. tells us there are between 800 and 900 children in the Public Schools of Lafayette, and that the prospect is encouraging. The High School is not yet organized, but the four lower grades, Primary, Secondary, Intermediate, and Grammar Departments, are in successful operation. They are strongly in hopes that the High School may also be organized the coming Fall. The people of Lafayette have an earnest, working man, in the Superintendent of their Schools, and we trust the interest now manifested there in public education, will receive no discouraging check.

The Public Schools of Indianapolis had a May Festival at the State Fair Grounds, on Friday, the 23d of May. Parents and others were invited. Between 1500 and 1600 children from the Public Schools were present, with many parents and invited guests. Addresses were made by Gov. Wright and Mayor West. The Procession attracted much attention. It comprised the pupils of our 20 Public Schools, a neat and beautiful banner being borne at the head of each School. The Mayor, in his address, alluded to the first establishment of Free Schools in the City. This was five years ago, and then there were in them only one hundred scholars.

The City is increasing its school-house accommodations as rapidly as possible, but its means hardly enable it to keep pace with the demand. Last January, a new house was erected, which will accommodate over three hundred children, with rooms for six teachers. This is already filled, and another house of the same size is already commenced, to be finished in season for the opening of the Schools in September. We have at present twenty-five teachers employed, and the completion of the new house will require several more. The Schools which have been in session since the first of September last, will be closed on the twenty-seventh of the present month, to re-open on the first Monday of September. We have five grades of Schools—Primary, Secondary, Intermediate, Grammar, and High. In view of their rapid increase and growth, and the interest which is manifested by our citizens generally in their prosperity, we have much cause for encouragement.

We publish in this number, the Programme of the Semi-Annual Meeting at Lafayette. It will be seen that the time of holding has been changed from the 13th to the 20th, of August. This was deemed advisable by the Executive Committee and others, in order that it might not interfere with the meeting of the American Institute at Detroit, which comes on the week which was selected by the Association at Madison for our own meeting. We hope to see large numbers of the teachers there, and we hope that some plan will be devised to make the circulation of the Journal more extensive. It ought to go into every school district in the State. This cannot be done without a special effort. We ought, especially, to send it into those portions of the State where there is least interest felt in Public Schools and in Education generally, and these are the parts where, unaided, it is least likely to go. Come, Teachers, to the meeting at Lafayette. A cordial welcome has been

tendered us by the people of that city, and let us see to it that no indifference or neglect on our part prevents our attendance.

We were much gratified by a visit from Prof. Daniel Wilkins, of the Central Illinois Female College, Bloomington, Ill., at present acting as agent of the *Illinois Teacher*, and in lecturing and awakening interest in education throughout the State.

There is just such a work to be done in this State, and we need just such a man as Mr. Wilkins to do it for us, and we must have one. Brother Teachers, we do n't begin to do what we might do. Let us organize Associations, unite our strength, and work with the will and energy of our Ohio and Illinois brethren, and the Free Schools of Indiana will soon become her pride and honor. We need lecturers. We need somebody whose heart is in the work, to visit every Town and City, yes, every School in the State, to collect information, report progress, awaken interest, and bring into union and harmonious action, all the educational influences in our State.

We have received a copy of the "Valley Blade," Paris, Ill., containing a report of a Teachers' Institute, May 9 and 10.

From a series of very good resolutions, passed at the close of the meeting, we extract the following:

Resolved, That we take pleasure in expressing our appreciation of the merits of the "Indiana School Journal."

Much obliged to you, brothers of Illinois, for this flattering notice of the Hoosier Journal. We should be extremely happy to give you a better opportunity to become acquainted with its merits. Of course you take the *Illinois Teacher*. If any of you do not, by all means inclose a dollar to Mr. Hovey, at Peoria, and then we should be highly gratified to receive the same favor ourselves.

We see the Institute also recommended the use of the "Nightingale" or "Normal School Singer," by A. D. Fillmore, as a text book of superior merit in elementary instruction and practice. The advertisement of the "Nightingale" may be found in our columns.

The Wayne Co. Association of Teachers' had a good gathering on Saturday, the 24th of May. They agreed to hold an Institute of two weeks, to commence the Monday after the semi-annual meeting of the State Teachers' Association at Lafayette.

A Teachers association has been formed in Monroe Co. They meet the first Saturday of each month.

Officers of the association are Rev. T. I. Marten, President,
R. M. Johnson, Vice President,
J. R. Wolfe, Rec. Sec.,
John H. Wilson, Cor. Sec.,
Prof. Jas. Woodburn, Treas.

Chairman of Executive Com., H. D. Riddle. Go ahead, friends. We must have county associations. Teachers must know each other before they can hope to awaken interest in education.

AN EDUCATIONAL CONVENTION.—Pursuant to a call previously made through the *W. C. Advocate* and other papers, a large number of Teachers, in connection with Institutions under the direct patronage of the M. E. Church met in Wesley Chapel, Indianapolis, May 13th, at 2 o'clock P. M. Rev. Dr.

Curry, President of Asbury University, was called to the Chair, and Rev. G. A. Chase, Principal of Asbury Female Institute, was appointed Secretary pro tem. A committee of five on Organization was then appointed, consisting of Messrs. Bragdon, Sears, Starr, Weakley, and Jones.

Dr. Curry, Dr. Smith, and Messrs. Matthews, Querreau, and Wilber were appointed a committee to prepare business.

The following officers were elected for the ensuing year:

REV. E. THOMSON, D. D., President.

| | |
|---------------------|--------------------|
| A. W. SMITH, D. D., | } Vice Presidents. |
| D. CURRY, D. D., | |
| L. W. BERRY, D. D., | |

EDWARD COOK, D. D., Recording Secretary.

REV. DR. BARKER, Corresponding Secretary.

Several very important subjects were discussed. The Association will undoubtedly be of great service to its members.—*Com.*

We have received the following letter from our Evansville associate. It shows us what a little exertion can do, and also confirms what we have said of the necessity of canvassing the State thoroughly. Let us all see to it that this is attended to.

DEAR JOURNAL:—I have just returned from a trip to Carlisle, in this State. I had gone there on some special business. That having been accomplished, and while waiting for the train, I concluded to ascertain whether the good people of the place had made your acquaintance; and was surprised to find that they had not even heard of your existence. Having some numbers with me, I went to work, and procured eight names, which I inclose, with the money. I presume that I could have made the list much longer, but for the want of time. I was a perfect stranger to every one in the place, but was fortunate in making the acquaintance of a Dr. O'Haver, who is actively engaged in educational matters, and who rendered me very efficient aid.

Carlisle is situated in Sullivan County, on the line of the C. & E. Railroad, in the midst of a fine country. It is among the oldest towns in the State, but never having had more than the usual appliances for its up-building, is still small. They have generally sustained schools, but have never had anything worthy the name of a school-house. They have at length thoroughly awakened from their Rip Van Winkle sleep of forty years, and are determined to make amends for past delinquency. The citizens, with a degree of liberality both rare and commendable, have come forward and loaned the corporation, *on long payments*, the money necessary to put up a good school building, commensurate with the present and future wants of the place. They intend to place the building upon a fine lot, of two acres, in the centre of the town, and when finished they design availing themselves of the benefits of the graded system.

Carlisle is doing nobly, and I hope the example she is setting will be followed by many other towns in the State.

They have, at present, a school of some two hundred scholars in session, taught in one of the churches. It is under the superintendence of Mr. Beck, who intends closing his connection with the school at the termination of the present year, much to the regret of his patrons generally.

Yours, &c.,

E. P. C.

CHANGE IN THE EDUCATIONAL LAW.—On the 3d of June next, nine hundred Town Superintendents of Common Schools are to be restored to private life—their office being abolished. The Board of Supervisors of each county, under an act passed by the Legislature last Winter, hold a meeting on that day, to elect a School Commissioner for each Assembly-District, except in those cities where special provisions exist. These Commissioners are to have a salary of \$500 from the United States Deposit Fund, and their duties are to examine schools and applicants as teachers. By the same act of the Legislature the Educational Tax is fixed at three-quarters of a mill on the dollar instead of the present tax of \$800,000, and the Town Supervisors are to receive and disburse the public money.—*N. Y. Tribune.*

CATALOGUES AND REPORTS.—We have received a number of Educational Reports and Catalogues of Institutions, for which our friends will please accept our thanks. Among them are the reports of the Public Schools of the cities of West Roxbury and New Bedford, Mass.; the fifteenth annual catalogue of the Providence Conference Seminary, East Greenwich, R. I.; the Circular of the South-western State Normal School, Lebanon Ohio, under the charge of Mr. Alfred Holbrook as Principal; Catalogues of Newton University and the Union Academy, Baltimore, Md.; also, the ninth annual report of the General Agent of the Board of National Popular Education, the reports of the Sup't of Public Instruction of the State of New York, of the Controllers of the Public Schools of the First School District of Pennsylvania, and of the School Commissioners of Baltimore, Md. We have not time now to farther notice these reports, but will do so at some future time.

We have also received the Catalogue of the Eleutherian College, an institution at College Hill, Jefferson county, Ind. It was founded in 1848, with the avowed declaration that it should be open to students of all ranks and colors, moral and mental worth only, distinguishing one student from another. The Institution has met with much opposition and even violence, three houses having been burned down in order to break it up. It has now, however, obtained a College Charter, and its friends feel full confidence in its success and permanency.

During the past year it has had 109 students, of whom 91 are white and 18 colored, 10 of the latter having been born slaves. Every philanthropic heart will give its hearty sympathy to an institution thus founded in Justice and Humanity.

BEAUTIFUL AND TRUE.—In a late article in *Frazer's Magazine*, this brief but beautiful passage occurs:

"Education does not commence with the alphabet. It begins with a mother's look—with a father's smile of approbation, or a sign of reproof—with a sister's gentle pressure of the hand, or a brother's noble act of forbearance—with a handful of flowers in green and daisy meadows—with birds' nests admired, but not touched—with creeping ants, and almost imperceptible emmets—with humming bees and glass bee-hives—with pleasant walks in shady lanes, and with thoughts directed in sweet and kindly tones and words to mature the acts of benevolence, to deeds of virtue, and to the source of all good—to God himself."

PERSONAL.

D. E. Hunter, formerly of Ellettsville, has taken charge of the Model School connected with the State University at Bloomington.

Charles Barnes, Esq., of New Albany, President of the Indiana State Teachers' Association, and one of the Editors of this Journal, has received the nomination of the Republican party for State Superintendent of Public Schools.

Wm. H. Wells, of the Westfield Normal School, Mass., has received the appointment of Sup't of Schools at Chicago.

Prof. G. W. Hoss, recently of the Indiana Female College, has received and accepted the appointment of Prof. of Mathematics in the North Western Christian University. The Female College has never been so prosperous as while under Prof. Hoss's charge, and it is a matter of deep regret to its patrons that he has concluded to leave it. His pupils presented him with an elegant gold-headed cane at the close of the recent examination of the school.

BOOK NOTICES.

PUTNAM'S MAGAZINE.—After the appearance of our article in reference to Harper's Magazine, we wrote to the publishers of Putnam's, asking whether they would not extend the same courtesy to teachers that had been extended by Harper. We see that our request has been granted, as the April number came out, saying that the Magazine would be sent to "Clergymen, School Teachers, and Postmasters, at two dollars a year."

Putnam's Magazine is now in the fourth year of its existence. It occupies a different position from Harper's, being wholly American, while Harper's is international. By being American, we mean that it admits no articles except those prepared by American writers. The names of writers are not given, thus leaving every article to stand on its own merits.

As of Harper, so also have we been a reader of Putnam ever since its commencement, and therefore speak from a conviction which is the result of several years' experience. While the editorial part of Harper is more various and better sustained, the miscellaneous part of Putnam is often much superior in a literary point of view, the articles in general giving evidence of a careful preparation. We frequently have, in Putnam, labored though popularly written scientific articles with humorous or deceptive titles. Thus, under the title, "*A Bag of Wind*," we get a well-written article on air, while a valuable astronomical article appears as "*A Trip to the Moon*," and an interesting geological one as "*Only a Pebble*."

One or two such articles as these or others that might be mentioned, are worth the subscription price of a year. We hold it to be a duty for teachers to spend at least eight or ten dollars per year for good periodicals, among which should be included PUTNAM'S MAGAZINE.

ASTRONOMIES.—We have before us what we consider two good works upon Astronomy, viz., *Olmsted's School Astronomy* and *Brocklesby's Elements of*

Astronomy, the former of which we received by mail from Prof. Olmsted, and the latter at the publishing house of Farmer, Brace & Co., New York.

Both of these works bring up the statement of Astronomical discoveries to within about a year, and both are well written books. The diagrams in Brocklesby's, which are quite numerous, being made on a black ground, add much to the beauty of the work.

Neither of these works is intended to supply the place of the mathematical astronomies of *Robinson*, *Norton*, and *Gummere*, but to furnish a text-book for Academies and High Schools that will be sufficient to illustrate the more simple calculations, and also to give a lucid exposition of the laws of the heavenly bodies.

Olmsted devotes one chapter, of 22 pages, to the subject of Constellations, and in this space he comprehends about as much as a student remembers after having studied *Kendall's Uranography* or *Burritt's "Geography of the Heavens."* Brocklesby is more brief, referring the student to celestial globes for further information, and giving a description of the mode of using them.

Among the numerous interesting subjects treated of in these works, we will only mention "Solar Spots," and "Lunar Geography," as Mr. Olmsted calls it, but which we think is as etymologically objectionable as "Geography of the Heavens," and would therefore suggest the more appropriate term, *Lunagraphy*.

We advise all those teachers who have occasion to teach astronomy, to examine the work. The perusal will amply reward the general reader who desires to get many important astronomical facts in a small space.

FARMER, BRACE & Co. also publish a German Grammar, which a glance at, leads us to infer, is better suited to the student who desires merely to learn to translate German, than to the one who desires to speak it. A more critical examination might change our opinion. We are satisfied, however, that a good German Grammar is a *desideratum*.

We have tested in the class room both Adler's, Ollendorf, and Woodbury, and have come to the conclusion that a grammar which will combine the merits of both of these, will be the one deserving the most patronage. In other words, we want a German Grammar written after the manner of *Fassquelle's French Grammar*.

W. D. H.

A Manual of Ancient History, from the remotest times to the overthrow of the Western Roman Empire, A. D. 476; by Dr. Leonard Schmitz, F. R. S., rector of the High School of Edinburgh, with copious chronological tables; pp. 456. Philadelphia: Blanchard & Lea.

The above adds another to many valuable works issued by Messrs. Blanchard & Co.; and by which they have laid teachers and others under great obligations to them. The work appears to fill a void long felt by all who have undertaken to instruct a class in Ancient History. It seems to possess a happy mean between tedious prolixity and meager beauty. It is printed on fine paper with clear type, and is a highly attractive volume. We most cheerfully commend it to the attention of teachers.

First Lessons in the History of the United States, compiled for the use of Common Schools, by a practical teacher, pp. 196. Boston: Hicking, Swan & Brown.

This is a charming little volume, executed in an attractive style, and with its neatly colored maps and fine wood cuts, cannot fail to interest the youthful student of history. We esteem it one of the very best elementary works upon the subject, that have fallen under our notice. The language, without being puerile, is suited to that class of students for which the book professes to be designed. Teachers are confidently recommended to try it.

A Grammar of, Composition, or gradual exercises in writing the English Language, by David B. Tower, A. M., pp. 228. New York: Burgess & Co.

This is a work intended to teach English Grammar in connection with English composition. The exercises are well-arranged and very gradual; and throughout the whole work there is a constant application of the principles of grammar. Whether young students can master, in connection, two such dry subjects as grammar and composition are generally esteemed by them to be, is to us a matter of considerable doubt. However, teachers will not permit our scepticism to prevent their trying the book. And if any work is capable of performing the task, this one looks as if it could.

E. P. C.

The Teachers' Miscellany, a selection of articles from the proceedings of the College of Professional Teachers. By J. L. Campbell and A. M. Hadley, of Wabash College. Published by Moore, Wiltach, Keys & Co., Cincinnati, Ohio.

This is a selection of articles of the highest literary merit. They are compiled from the published proceedings of the College of Professional Teachers which was organized at Cincinnati in 1833, and which continued its session yearly till 1841.

The variety of topics discussed make it alike valuable as a professional work, to all classes of teachers.

First in order, preceding as it should, is an able address, by T. J. Biggs, D. D., on Domestic Education. In the Article which follows, and which we would like to publish entire in our Journal, the true principles of Primary Education are discussed. The writer not only speaks forcibly and truthfully of the character and requisitions of those who have the care of the youthful mind at that period when it looks almost entirely to its teachers for guidance, but he also comes down to the routine of school life and presents in its clear, plain, and practical working what primary teaching ought to be. The subject of Discipline, of the Moral Influence of Rewards, of Physical Education, of the true value and position of the Classics and of Mathematics, and many other topics of eminent practical value to every one who wishes to make his teaching harmonize with the laws and operations of the mind, are all ably and powerfully discussed. We hope teachers will obtain this work. It is not one of ordinary merit.

Ray's Algebra, Part First and Part Second. An Analytical Treatise, designed for High Schools and Academies, by Joseph Ray, M. D. Published by W. B. Smith & Co., Cincinnati, O.

We have never subjected these works to the test of the School Room, and can only say that the fact that they have been adopted so extensively and al-

most universally throughout the West, particularly in Ohio, Indiana, Iowa, and Wisconsin, speaks most powerfully in their favor. These publishers have supplied the West with many excellent school-books. Among them Pinneo's Grammars and his Analysis, or English Teacher. These rank among the very best of English Grammars. Teachers who have used them are quite enthusiastic in their praise. To these liberal and successful publishers we wish continued prosperity, and we trust that their selection of school-books for publication may always be as judicious and as highly appreciated as it has been.

CORNELL'S HIGH SCHOOL GEOGRAPHY. D. APPLETON & Co., N. Y.—We have received this Geography. The Atlas is not yet out. At first glance it seems to contain too much matter for the school-room. This, however, increases its value as a book of reference, and to obviate the above mentioned objection, which, by the by, is applicable to most of our Geographies, the teacher must use his discretion in omitting such portions of the geographical statistics as would make the burden upon the memory too onerous.

ELEMENTS OF NATURAL PHILOSOPHY, by A. W. SPRAGUE, A. M. Published by PHILLIPS, SAMPSON & Co., Boston.—This book, the work of a teacher fresh from the school-room, is copiously illustrated by familiar experiments, and contains descriptions of instruments, with directions for using. Prof. Sprague designs spending some time in this and adjoining States, and will give Experimental Philosophical Lectures. We think a lecture of this kind would add much to the interest of our Semi-Annual Meeting, and would suggest to our Executive Committee that they invite Prof. Sprague to give us such a lecture at that time. Many teachers are familiar with the theory, but know little of the practical use of Philosophical Apparatus, and we think would be glad to have this feature introduced into our meeting. Philosophical Apparatus could easily be obtained at Cincinnati, and it might open the way, perhaps, to the introduction of such valuable aids into our school-rooms of which I fear few of us now can boast.

COWDERY'S MORAL LESSONS. COWPERTHWAIT & Co., Philadelphia.—We can in no way so well give teachers an idea of the purpose and mission of this little work as by making selections from its beautiful stories. Very many are familiar with it, as it has been extensively adopted as a school-book. Every one speaks in praise of it, and we mean to introduce it into the schools of Indianapolis as soon as possible. We can give no better evidence of our appreciation of its value. Many thanks to Mr. Cowdery and to the publishers, who have given to teachers so valuable an assistant. Its real life stories appeal alike to the sympathy and the moral nature of the child, and this, if not the only is certainly the most effectual method of cultivating his finer sensibilities. The child must be led by his heart rather than his head, and we must elevate his reason through his affections. This little work clearly recognizes this fact, and fills a place which has never been filled before.

POTTER & HAMMOND'S SYSTEM OF PENMANSHIP, 87 Westminster St., Providence, R. I.—We have heard but one opinion of the merits of this system of Penmanship. We are acquainted with many teachers on whose judgment we rely, who have used and are still using it, and they pronounce it the best they have ever seen. It is simple and philosophical in its plan, and the Penmanship is of a style easily attained. Whatever may be said of other systems, we

believe there is none superior to this. In close competition, however, comes Payson, Dunton, & Scribner's combined system of Rapid Penmanship, published by Crosby & Nichols, Boston, for a series of which we are indebted to Messrs. Stewart & Bowen, of this city. In our opinion this is a great improvement on the Old Series by Payson & Dunton. If we were required to choose between this latter and the system of Potter & Hammond, we should, without hesitation, give the preference to the latter; but between two systems so excellent as both of those now before us, we would not presume to judge. Both will be most warmly commended.

To Messrs. Stewart & Bowen we are also indebted for a copy of a "Treatise on English Punctuation for the use of Schools," containing, also, in an Appendix, Rules for the use of Capitals, a list of Abbreviations, Hints on the preparation of Copy and on Proof Reading, &c., &c., by John Wilson.

We have seen many recommendations of the work which is receiving the favorable notice of teachers generally. Mr. Tillinghast, the late lamented Principal of the Normal School at Bridgewater, whose recommendations were never mere complimentary notices, after using it two years says, "your work seems to me all that could be desired in such a treatise."

TOWER'S ELEMENTS OF GRAMMAR. By DAVID B. TOWER, A. M., and BENJAMIN F. TWEED, A. M. Published by Daniel Burgess & Co., New York; J. B. Lippincott & Co., Philadelphia; and Applegate & Co., Cincinnati, O.—A little fellow of a Grammar containing about a hundred pages, which comes to us with a list of recommendations as large as itself. Among those who speak highly in its favor, are the Principal of Phillips' Academy at Andover, Mass.; the Prof. of Languages in the New York Free Academy; and the Prof. of Languages in Washington College, Penn. The North American Review also speaks strongly in its favor—a periodical which does not often notice School Books. It has also been adopted as the Text Book in the Grammar Schools of New York and Boston; and recommended by the State School Commissioners of New Hampshire. Its size is most certainly in its favor. It is published by Daniel Burgess & Co.

MASON'S NORMAL SINGER. Published by Mason & Brothers, New York, a notice of which appears in our advertising columns.—We do not feel exactly at home in criticising a musical work, being scarcely able to distinguish between Yankee Doodle and Old Hundred, for which deficiency we presume the learned Doctor, whose name is associated with music the world over, would undoubtedly say that ourself and not dame Nature was to blame. But we could not possibly agree with him. Having made sundry most desperate efforts in that direction, we have concluded that for music

"Our destiny severe,
Though ears she gave us two, gave us no ear."

In spite of Shakespeare's awful denunciation of him who has no "music in his soul," as "fit for treason, stratagems, and spoils," we frankly own up and confess our entire inability to say one word, good, bad, or indifferent, about the aforesaid musical work. A work by Lowell Mason ought to be good, and we advise teachers and others to examine for themselves.

THE ORATOR.—A Monthly Magazine of original and selected Literature, practically adapted to Reading and Recitation. Edited by D. T. Stiles, Buffalo, N. Y. A new and very good idea.

HOW MEN LIVE IN THE ARCTIC REGIONS.

When Dr. Kane and his party were conducting their explorations in the Arctic regions, with the thermometer at 70 degrees below zero for several months, the ordinary daily allowance to each man was six or eight ducks, or an equivalent in several pounds of fat seal.

Fat contains a great amount of carbon and hydrogen; therefore the fat consumed by Dr. Kane's party kept up the heat of the human furnace by intense combustion. The food that is requisite to sustain life in the Arctic regions would produce premature death in the tropical regions.

In latitude 80 degrees, Dr. Kane found the Esquimaux Indian, the reindeer, and many varieties of the floral world, principally of the Alpine species. The latter were numerous and diminutive. How far north the human race and animals exist, is not known, but Dr. Kane's observations clearly establish the fact, that the extreme cold of latitude 80 degrees is not the limit to their northern migration.

The Esquimaux are a migratory people, and with sledges drawn by dogs, undertake journeys of hundreds of miles in extent, depending for their subsistence upon such nourishment as chance throws in their way, such as fat seals and sea fowls, which are very abundant.—*Ex.*

SEMI-ANNUAL MEETING OF THE INDIANA STATE 'TEACHERS' ASSOCIATION,

At Lafayette, August 19, 20, and 21, 1856.

We give below, as far as perfected by the Executive Committee, the order of exercises:

Tuesday Evening, August 19.—Opening Address by C. Barnes, President of the Association.

Wednesday, A. M.—Business, Resolutions, and Reports.

Wednesday, P. M.—Report on Phonetics by committee appointed at last meeting. Mr. Bishop, of Hanover, Chairman.

Address by Dr. R. T. Brown, of Crawfordsville.

Wednesday Evening.—Address.

Thursday, A. M.—Business, and a Poem by E. E. Edwards, Esq., of Centreville.

Thursday, P. M.—Report by J. Hurty, Esq., of Richmond, on Teachers' Institutes.

Thursday Evening.—Social Meeting.

The committee have not yet made definite arrangements in regard to the address on Wednesday Evening. We shall be able to perfect the Programme in our July Number.

Arrangements are in progress with the different Railroad Companies for the reduction of fare, which will also be announced in our next number, and also as far as possible in the papers throughout the State.

THE
Indiana School Journal.

VOL. I.

INDIANAPOLIS, JULY, 1856.

NO. 7.

SELF-GOVERNMENT IN SCHOOLS.

From the democratic tendency which Young America is disposed to give to everything, our schools are not exempt, and I would by no means undervalue those elevating influences, which have done so much to improve and soften the discipline of the School-room. Self-government should be the object and the tendency of all other kinds of government. This abstract commonplace, no one will deny. But how shall we get it? This is the question. And here I believe very many parents and some teachers have fallen into a mistake—a mistake which fosters a sickly sentimentalism, and is subversive of self-government and all other kinds of government. It is the assumption that our schools can and should be governed without resort to force. This is not directly demanded as yet, but the tendency is in that direction; and teachers are in reality expected by a large portion of our community, to control the wayward propensities and subdue the stubborn wills of their pupils by the softening influences of love alone—that anything like coercion is unworthy of the instructor and degrading to the pupil. And this is demanded of the teacher by parents who are notoriously unsuccessful in the government of their own children. Now, the true basis of school discipline, should be that which is most successful in the family. The school cannot throw around pupils any higher influences than shield and protect them within the hallowed precincts of a loving and well-ordered home. And the first and most beautiful element of government here, is implicit obedience to parents. The more fully this pervades the very instincts of the child, the more it is a confirmed and unquestioned habit—the more secure is he from temptation, and the more likely is he to become

a virtuous and truly self-governed man. We claim that this idea should pervade our schools, and that only upon this as a basis can the teacher lead his pupils to real self-government. Tact is, I know, an all-important element in a teacher, but tact may degenerate into trickery, and the obedience of the pupil should not rest upon so false a basis as the ability of the teacher to keep on the right side of him. He should be obeyed because he is the teacher. And this instinctive obedience may be obtained before the love of the child is gained, and before the still higher motive, desire of doing right, takes definite shape in his mind. Let me not be misunderstood. The primary idea in school government should be implicit obedience on the part of the pupil. This is the basis and the only true basis, on which the structure of self-government can be built. With this as a fundamental idea in his mind, the child can be led into a higher state, and what at first he yields involuntarily and without thought, by and by he will from love to his teacher, and finally, from a sense of duty, and when this is implanted in his heart, he is capable of self-government. The teacher should watch the different stages of the moral growth of his scholars, and be ever ready to meet them on the highest plane of their affections. And he is no true teacher, whose influence has not directly and perceptibly this elevating and ennobling effect upon his pupils. But let us beware how we foster that baneful error, which will make obedience in school a concession on the part of the scholar to the tact of the teacher, rather than a matter of necessity which cannot be questioned. And parents, too, beware for your children's sake how you demand it, for you remove one of the greatest safeguards of their happiness, and one of the most efficient means of teaching them a virtuous self-control.

NORMAL SCHOOLS.

It is a fact too well known to need proof, that most of the efforts to establish Normal Schools have been abortive. Why is this? Certainly not because there is no need of such institutions. Any one who will take the trouble to visit the school-houses of our rural districts, or even our best regulated City Schools, will see what an urgent need there is of some place where the teacher himself may be taught. Hundreds of thousands of dollars, and an

enormous amount of individual effort, are annually wasted in all our Western States in the employment of teachers who are utterly unfit to give the instruction needed—and unfit, too, not for the want of intellectual qualifications, but because they do not know the *best* way of teaching a subject. Hundreds of persons with all the natural endowments requisite to make excellent teachers, are every year thrown into the school-room, to find out by a laborious and mortifying experience of ten or fifteen years, what they could have found out in as many months at a properly conducted Normal School.

We must look farther, then, for the cause of failure. It is certainly not in all cases for want of funds. The individual history of many of these institutions, which it would be invidious to mention by name, contradicts this. The objects of State and National favor, in the way of endowment, they are still not doing the one-tenth of the good to the cause of education, which they should be, and which its friends might reasonably expect of them.

One cause of their ill success, in our opinion, is *the want of a proper course of instruction*. They endeavor to do too much—waste their well-meant efforts in the attempt, and leave unaccomplished the main object, for which they were established. It seems to us, that they ought to be strictly *professional*, and not attempt, as they all more or less do, to take the place of the Common School and the College. They should bear the same relation to these as the Law or the Medical School. They should, like these, be the adjuncts of the College, and all with the component parts of the University. Suppose that in the Law School, they should attempt to teach the Languages, Mathematics, or Belles Lettres, what kind of lawyers could they, in any reasonable length of time, make? Why then should the friends of education waste their efforts and their means in accomplishing what should be done in the Common School, the Academy, and the College?

Another reason of this failure, is *the want of proper instructors*. It is not he, who, by a train of fortunate circumstances, has been elevated to some prominent position of educational labor, that is *always* the best fitted to direct the instruction in such institutions. It is the man who has gone *successfully* over and over again the ground, whose pitfalls and dangers, as well as beauties, he is required to point out to another, that should be placed at the head of such schools. The most *successful* teacher, whether the most eminent or not, is certainly the best qualified to assist others to the

same success, and such, we are free to say, are not the ones that are always found at these posts.

Let, then, the friends of education in Indiana, when the time comes for the establishment of a State Normal School, as it will soon come, see to it that they start aright, and warned by the experience of her sister States, not waste their strength in misguided efforts which must fail of the object of such a school, viz.: the *education of the Teacher*. C. B.

WALK ABROAD.

Tune — "DO THEY MISS ME AT HOME."

Walk abroad, walk abroad in the morning,
And see how the glorious sun
Rises up in the East, at the dawning,
Rejoicing that day is begun.
Walk abroad while the dew-drops still glisten
On the flower, and the tree, and the sward;
Walk abroad, and rejoicingly listen
While Morning is praising the Lord.

Walk abroad at the hour of the even,
When sunset is painting the West;
And the stars in the beautiful heaven
Smile down o'er the season of rest.
See how Heaven and Earth join in praising
Their Maker with sweetest accord;
And the song of thy soul sweetly raising,
Join Evening in praising the Lord.

Through the day, through the night, wheresoever
The Father shall lead thee along,
Be thou careful and watchful that never
Thy spirit forgetteth her song.
For, while God is unceasingly granting
The light of His love and His Word,
The music should never be wanting
Of youthful hearts praising the Lord.

MRS. M. C. S.

P R O G R E S S .

The spirit of the age, in this country at least, is "Progress." It is enstamped on every enterprise, and inscribed on every banner. In science and scientific developments, every rolling year fills a volume with new discoveries, and brings to light new truths and new applications of Nature's laws.

The machanic arts are teeming with exhibitions of man's inventive genius, stimulated by hope of celebrity, or by the "chink of Mammon's box," in which man's rapacious ear so much delights.

The same spirit is beginning to incite a class of persons, who have hitherto been indifferent to progress, and many past all improvement, viz.: teachers. Most have been satisfied to walk in the same old path trodden by our fathers, never supposing that any *new methods* of teaching could ever be devised, or new illustrations invented.

The same machanical routine of committing to memory and reciting verbatim without eliciting thought or spirit, emulation or energy, on the part of the pupil, is still pursued and regarded the "ultima thule" of progress with them. Who does not know that in our school days, studying Arithmetic consisted in "doing the sums," reading, in calling words, and English grammar, in reciting definitions as false as the Koran, and rules, many of them senseless and obsolete in our language; and when this could be done and we could "parse," we were called *good* grammarians, although we understood not the first principles of language, nor were we able to write the language correctly.

The *reason* of things was either not understood, or not deemed necessary for us to know. The philosophy of language was never dreamed of, and the science of vocal culture and elocution unheard of by most of our teachers.

Although the same unfortunate condition remains in a large share of the schools of our State, "Improvement" in teaching is beginning, in many places, to engage the attention of teachers and school men.

Teachers are required to *learn how to teach well* before entering upon its momentous responsibilities. They attend Teachers' Associations, take educational journals, attend Teachers' Institutes, and *read books* on the subject of teaching. Wherever this is done the result is apparent. Life and interest succeed dullness and monotony. Good order is maintained in school without a bundle

of chastising rods standing in the corner. Every exercise is full of interest, because thought is elicited, and mental energy called into requisition. Scholars study from the love of it, and not from fear of punishment.

When teachers know but little and do not know how to teach that *well*, the rod must be held in terrorem over the head of the scholar, to urge him on and "keep him in tune."

But where a teacher understands his business, is full of life, has a "teacher's spirit," understands the secret springs of the human soul, and can make them vibrate at his will, no dullness exists. He does not teach them how to "work sums," but he teaches *principles* and how to *apply* them to the practical business of life.

He does not require them to commit false rules, and then calls it syntax. He teaches them the structure and philosophy of our language and how to use it correctly in writing and speaking.

These improvements cannot precede the teacher. When a teacher has made no efforts to fit himself for *such teaching*, his school will not advance. Teaching *well* must be learned as other occupations are, and no person can practice any art well until he has learned it well.

If teachers do not attend Teachers' Associations—Teachers' Institutes—do not read books on teaching, nor take the Indiana School Journal, they *cannot know* how, for they have not taken the initiatory steps for learning; and if directors and school committees wish to know who is the good teacher and competent they need not ask, "Have you a certificate?" but, "Do you take the School Journal?" "What books have you read on teaching?" "Where and how many Teachers' Institutes have you attended?" and "What have you done to learn how to teach well?"

These questions satisfactorily answered, you may rest assured that you have a "live teacher"—if not, do not employ him unless you determine to make intellectual cripples of your children, and to throw away your money.

The reason is obvious why so many of our schools are of but little value—why children from five to twenty years of age attend school and then know nothing well. This fault is not common to public schools only; a large share of private schools, seminaries, academies, and colleges are far behind the spirit of the age, and the genial beams of progress have not yet gilded the horizon of their vision.

If we wish *first class teachers* for our union schools, we are obliged to go to other States for them. Our Colleges and Seminaries do not furnish them, which proves conclusively that they ought to undergo a reformation in the *spirit* and in the *method* of teaching. Our Colleges and Seminaries ought so to prepare their pupils that they may furnish our teachers, well fitted for the best class schools in our State.

It is thought by some, that Normal Schools can alone supply this deficiency in good teachers. We see no reason why our Colleges may not do it, and to their own advantage. It must be done, and if they will not make provisions for qualifying teachers, Normal Schools will be established either by private or public means.

Light is breaking in upon us—not from the East alone; the North (Michigan) and the West reflect upon us the spirit of progress in their schools, and we cannot long stand inactive.

Richmond P. S.

J. H.

EXTRACT FROM REPORT OF PROF. MILLS, STATE SUPERINTENDENT OF SCHOOLS.

It is hoped that no citizen will permit himself to be misled by the miserable, pitiful and unfounded charge, that we are burdened and oppressed with school taxes, and have a less period of instruction for the same means, than under the old order of things. Facts and figures cannot be tortured into the service of such lovers of the dear people. They shun them as the owl does the mid-day sun. The school system shinks from no just and truthful scrutiny, and its advocates decline no honorable challenge to its defense. The statistical portion of this report contains facts, unquestioned data, fully authorizing the statement, that more than one-half, almost five-ninths, of the tax-payers of Indiana, pay on \$500 and less. On the present assessment of one mill on a dollar of property, and fifty cents on the poll, the school taxes of that portion will vary from fifty cents to one dollar, and no more. Did any of that five-ninths get their children taught three months for that sum? The aforesaid data also demonstrate that more than two-thirds of our tax payers pay on \$1,000 and less, showing that the school taxes of the said two-thirds will range from fifty cents to one dollar and a half, and no more. Who of this majority of our citizens ever got *one child* properly taught three months, for

even the maximum of the aforesaid scale? Are such taxes for tuition burdensome? Can such assessments oppress the masses? Shame! where are thy blushes? So much for tuition. Now let us look at the school-houses. If they already exist in sufficient numbers and in proper condition, there will be no school-house erection tax. If they are not found, it is quite pertinent to enquire where those long and excellent schools so feelingly remembered and so highly prized, taught in the golden age so much deplored as irrevocably passed? The echo reiterates the inquiry, that will be much more easy to repeat than satisfactorily answer. If we have no school houses, tuition funds will be of a little avail. I have little faith in any golden age of schools without houses, either in the past, present or future. The expense of the school houses belongs to the croaker's side of the question in dispute as well as ours. This is no misnomer, for when the truth is reached, it will be found that the masses have little or no sympathy with such sentiments. Is it doubted? Look at the *five hundred and eighty-eight* school houses built last year, valued at \$166,655. Does the assessment of \$314,272 63 for school house erection in four hundred and thirteen of our nine hundred and forty-one townships during the last year and now in process of collection, look much like sympathy.

MORAL INSTRUCTION—AN EXPERIMENT.

My little girl is seven years old. She has never been to school. Her intellect has been sufficiently active without the stimulus of the school-room. Two years since, she had learned to read, and frequently came to me with her little book or Child's Paper, to manifest her pleasure, or gain assistance in reading. The leisure of the Sabbath was frequently improved for this purpose. At length I turned her attention to the Bible with the purpose of cultivating at once a taste for reading the Sacred Volume. I believed it contained much that was attractive even to a little child. We always used the large Family Bible, and jointly occupied the large rocking chair.

First we selected, if we mistake not, the 2d chapter of Matthew, and read about Herod, the wise men, the star in the east, the murder of the little children, the flight of Joseph and his return, and the weeping of Rachel. She had *listened* to the story before.

We read alternate verses, and frequently stopped to talk about the contents. Thus twenty minutes or half an hour were spent, and the Great Bible was put in its place, with the agreement to have another *read*, the next Sabbath.

Thus we have passed over large portions of the New Testament history, together with the history of Joseph and Ruth entire, and selections from the accounts of Abraham, Jacob, Moses, Samuel, Saul, David, Solomon, and other Old Testament worthies. We have also read most of Genesis, and a portion of Exodus, and have commenced Esther. The personal interest of my little fellow-reader has not abated. On the contrary she seems to value the Sabbath very much for the sake of this exercise. We seldom read more than one or two chapters at a time, and our conversation is free and *mutually* profitable. This week, she is unable to wait till next Sabbath to learn the fate of Haman, Mordecai, and Esther, but yesterday and to-day she has found the place herself, and with much satisfaction informed me, a short time since, of Haman's disgrace and punishment.

My *experiment* has been a source of great pleasure and profit to me. I can see how a child interprets the plain statements of the Bible. My little companion has also been evidently benefited. If nothing more, she has acquired a decided *taste* for reading the Scriptures, and a habit of *thinking* when she reads—two results of great value in shaping her future moral and religious character. I trust we shall continue our joint investigations, till we have compared views upon *Romans* and *Isaiah*, and have read, with a new interest, *Job* and *Revelation*.

But my report is not yet complete. A year since, we had in our family some five or six boarders between the ages of twelve and sixteen years. Some of these happened in our sitting-room during one of these exercises, and soon we received a request from the whole company to join us. This was, of course, granted, and the exercise was voluntarily attended by them, during their connection with our family, in addition to Church and Sabbath-School. How much good has resulted to these individuals from this source, I have no means of judging. I do not think that they received any evil.

A word in conclusion. The Bible is a very interesting book for children. Parents should read the Bible with their children and manifest an interest in its contents, if they wish to awaken an interest in their children's minds. The simple reading of the Scrip-

tures from Sabbath to Sabbath, will do very much towards cultivating a high moral taste, a reverence for sacred things, and a love for the truth. All lovers of little children, I invite you to try it and mark the result.

R. P.

SEWARD, May, 1856.

THE SCHOOL-BELL.

BY MRS. SOPHIA H. OLIVER.

Oh! clearer than the Huntsman's horn,
And louder than bugle's swell,
On the cool fresh air of morn,
We list to the sweet school-bell.
The answering hills around,
And the wood-lands green reply;
The wild breeze wafts the sound,
And the river rolls it by.
Then Mary and Jane and Nell,
And Florence and Ann and Kate,
Oh! list to the sweet school-bell,
And haste, or we'll be too late!

When the rest were out at play
In the cool of the evening sweet,
I learnt my task to say,
And now can it all repeat.
Then welcome that cheerful call,
That soundeth o'er hill and plain,
To the sweet feast spread for all,
Still calling us all again.
Then Mary and Jane and Nell,
And Florence and Ann and Kate,
Oh! list to the sweet school-bell,
And haste, or we'll be too late!

Were you call'd to a table spread
With all that could charm the taste,
There would be no lingering tread,
But all would be life and haste.
Then who to the winds would cast,
To his own true interests blind,
The pure and sweet repast,
Prepar'd for his deathless mind.
Then Mary and Jane and Nell,
And Florence and Ann and Kate,
Oh! list to the sweet school-bell,
And haste, or we'll be too late!

LABOR CONQUERS ALL THINGS.

Some years ago, a boy was sitting with folded hands, in a tiny skiff, on the bosom of the mighty Mississippi. The setting sun was shining on the water, and on the beautiful banks of the river, rich with variously colored foliage. So full was the mind of the boy with wonder and delight that the boat glided on unheeded, while he still sat gazing on the banks of the river. He had heard that America was richer in beautiful scenery than any other country in the world, and as he looked around him he believed the saying, and then came into his mind the desire and resolve to become an artist, that he might paint the magnificent scenes of his native land.

This boy's name was Banvard, and the resolution he made to paint the largest picture in the world was never given up till it was accomplished. When we think for a moment of a fatherless, moneyless lad, painting a picture covering three miles of surface, and representing a range of scenery three thousand miles in extent, well may we be ashamed to give up anything worth pursuing, merely because it costs us a little trouble. One might also think that young Banvard had taken for his motto the words which I saw in a book lately :—

“Think well before you pursue it;
But when you begin, go through it!”

When his father died, John was left a poor, friendless lad, and obtained employment with a druggist; but so fond was he of sketching the likenesses of those about him, on the walls, with chalk or coal, that his master told him he made better likenesses than pills; so poor John lost his situation. He then tried other plans, and met with many disappointments; but at last succeeded in obtaining as much money as he thought would enable him to paint his great picture.

He had to go through much danger and trouble before he could take all his sketches, spread over a distance of three thousand miles. Having bought a small skiff, he set off alone on his perilous adventure. He traveled thousands of miles, crossing the Mississippi backwards and forwards to secure the best points for making his sketches. All day long he went on sketching, and when the sun was about to set he either shot wild fowl on the river, or hauling the little boat ashore, went into the woods, with his rifle, to shoot game. After cooking and eating his supper, he turned his boat over on the ground, and crept under it, rolling himself up in a blanket to sleep for the night, safe from the falling dews and prowling animals. Sometimes for weeks together he never spoke to a human being. In this manner he went on sketching for more than four hundred days before the necessary drawings were finished, and then he set to work in good earnest to paint the picture.

He had only made sketches in his wanderings. After these were completed, there were colors and canvas to be bought, and

a large wooden building to be erected, where he might finish his work without interruption.

I have now told you about the Panorama; when it was finished it covered three miles of canvas, and represented a range of scenery three thousand miles in extent; and that all this magnificent work was executed by a poor fatherless, moneyless lad, ought to make us ashamed of giving up any undertaking worth pursuing, merely because it would cost us some trouble.—*Elementary Moral Lessons.*

SCHOOL EXAMINERS.

Among the various component parts constituting the great educational machine of our State, there are none more important in themselves, or having stronger claims upon educators, than that of school examiners. Yet important as this office is, fraught as it is with the best interests of Common Schools, it seems to be almost entirely neglected in the efforts made to perfect the system, and to impart regularity and efficiency to its movements.

It would seem that the office is looked upon as an accidental appendage to the system, rather than one of its prime parts, without which, its movements must be irregular and defective. Its importance has entirely escaped the notice of our law makers, or feeling its importance, they have been recreant to their duty in the premises. For while they have with commendable zeal provided, that teachers shall not be employed as such, until they have been examined according to law, they have failed to make any provision, that the examiners themselves should be well qualified for their important functions; and while the humblest officer charged with the handling and disbursing of the school funds, is sworn to the faithful discharge of his trusts, the school examiner has no such solemn obligation binding him to a faithful and impartial performance of his duty; and if among the whole list there is one officer whose mistakes of delinquency can produce damage and ruin to the system, that officer is the school examiner. For while the school trustee may, if neglected or dishonest, squander for one year the funds of a single district, the ignorant or recreant examiner may, by licensing incompetent teachers, squander all the funds of the *whole county*, besides producing an amount of intellectual and moral mischief far beyond the powers of any human calculus to estimate.

In the first school law passed under the new Constitution, it was provided, that the examiners be appointed by the State Superintendent—an excellent provision, by which would have been more certainly secured a corps of well qualified and energetic examiners; but our legislators either fearing centralization, or designing to involve the whole system in contemptible party politics, repealed this valuable provision, and made the officers dependent upon the will of the county commissioners, men who are selected with especial regard to their ability to manage well the internal affairs of the county—to take care of its roads and its bridges—its paupers and its finances, rather than with an eye to their competency to supervise its educational interests. And strange as it may appear in print, examiners are frequently selected from among the political friends of the appointing power, and simply because they *are* thus friends. To show this thing more plainly, two examples will be given, both of which fell under the cognizance of the writer. In one of the eastern counties of this State application was made for the place of school examiner in behalf of a well-educated teacher, one, too, enthusiastic in his profession, but he failed. A lawyer, an estimable man by the way, had just been unsuccessful in his efforts to obtain a certain office; and being of the same political complexion as the majority of the “Board,” he received the appointment as a matter of pure political favor.

The other example occurred in an interior county. A vacancy took place, and the situation was asked for an accomplished teacher. But the auditor of the county having the ear of the “Board,” secured the situation for his prospective son-in-law—a worthy young esculapian, who was short of calls in the line of his profession, and must needs eke out his professional pay by the emoluments of school examiner. Amusing as these examples are, they are not solitary, but with slight variations may be duplicated in all parts of the State. They serve to show the defects of our system—defects, too, that imperatively demand the immediate and energetic attention of the well-wishers of education.

There is a miserable delusion resting in the minds of many—that *attorneys at law* “are the people, and that knowledge will die with them.” Thus you will find, that in all parts of the State most of the offices are filled, or sought to be, by members of this profession. And if an examination were instituted, there is but little doubt but that it would result in the fact, that a very large majority of our school examiners are lawyers; and that the larger

part of this number have never had any practical acquaintance with the business of teaching.

We are no enemies to the profession of law. We believe it to be an honorable—a necessary one. We are only claiming for ourselves what we cheerfully yield to others—that we shall be the judges of the proper qualifications of our own profession. What a feeling of unmitigated scorn and contempt would be manifested, if professional teachers were appointed to examine a candidate for admission to the bar! And yet, would it be more ridiculous, than the examination of teachers by *mere attorneys*? For we insist, that the fact, that a man once studied arithmetic and grammar does not necessarily qualify him to teach them himself, or to ascertain the ability of others to do it; yet this is constantly presumed in the appointment of others than practical teachers to the office of school examiner.

Teachers are, themselves, recreant in this matter. An "*esprit de corps*" should prompt them to take this matter in their own hands, and, if necessary, ask for the office. It is their duty to see to it, that their profession is not filled with mere empirics, ignorant of their duties, an incubus upon and a disgrace to the profession. Again, teachers should attend to this matter from higher motives than mere professional zeal. The best interests of the rising generation are deeply involved in the issue, and it is especially in view of these interests, that we thus object to the present arrangement, and demand, that the conservative forces of the teacher's profession should be lodged in the teacher's hands. It is high time that we awake to the importance of these considerations. We have too long suffered political empirics of every hue and grade to legislate unchallenged for the imperishable interests of our Common Schools. We have too long acted as if we were of the smallest importance in the great scheme—the mere serfs of the noisy and too often drunken politician and so-called legislator. The teachers in this State are intimately connected for weal or for woe with its best, its dearest interests, and they should act as if they felt this to be the case. They have a voice and they should let it be heard, and loudly too, in whatever pertains to their profession. It is their privilege—their solemn duty to take the lead in every thing calculated to advance the educational interests of our own State. Do all our teachers feel this to be their privilege? Will they endeavor to discharge these duties?

E. P. C.

Every one is familiar with Burns's exquisite song: John Anderson, my jo John. The following answer by an American lady we do not recollect having seen in print. It is too precious a gem to be lost, for if it does not equal Burns's in beauty and sweetness it certainly partakes much of its poetic spirit.

Ed.

ANSWER TO JOHN ANDERSON, MY JO JOHN.

BY MRS. CRAWFORD.

Jean Anderson, my ain Jean,
Yo've been a leal gude wife:
Yo've mair than shared my pain, Jean,
Yo've been my joy through life;
I lo'ed ye in your youth, Jean,
Wi' bonny snooded brow:
But maun I tell the truth, Jean,
I lo'e ye better now.

O, they were pleasant times, Jean,
When first I trysted thee;
They come like holy chimes, Jean,
O' Sabbath bells to me;
But sweeter to my heart, Jean,
Than a' the past can prove,
The hope that when we part, Jean,
Our souls shall meet above.

I've been a man o' toil, Jean,
And aye obliged to roam:
But still ye had a smile, Jean,
And canny welcome home;
Our hearth was aye alight, Jean,
The kail-pot on the fire;
When I cam back at night, Jean,
I found my heart's desire.

Our bairns hae bred some cares, Jean,
But thanks to thee, my jo,
They brought not our grey hairs, Jean,
Wi' shame or sorrow low;
And when at last our bed, Jean,
Beside the kirk maun be,
They'll honor us when dead, Jean,
And that's enough for me.

THIRD ANNUAL REPORT OF THE PUBLIC SCHOOLS
OF EVANSVILLE.

To the Hon. the Mayor and Common Council of the City of Evansville, and Citizens generally:

The Trustees of the Public Schools of the city of Evansville, would offer the following report of their condition and progress for the School year ending the first of July, 1856. This is the third year of our Public Schools, and thus far they have been highly prosperous and satisfactory. Less than three years ago, the Public Schools went into operation with about 1200 children in the city, and with less than 300 enrolled in our Schools. Now we have over 1800, between the ages of five and twenty-one, and this year there have been enrolled in our Schools over 900 children, and the interest manifested and the advancement of the scholars have been fully equal to the increase in numbers, and we can now boast of as good schools as can be found in Indiana. Children heretofore idling and loafing about our streets, vieing with each other in mischief and impudence, and measuring strength of muscle upon less vigorous urchins, are now measuring intellect and competing for the highest honors in school.

We feel highly gratified in being able to report that the prosperity and prospects of our schools have at no time been so flattering as at the present. For the first two years we labored under many and great difficulties and disadvantages. We had neither school rooms, school furniture, or school apparatus, at all suitable for our schools. The city of Evansville did not own a school house or school room of any kind within her boundaries. But with a promptness, zeal and unanimity, highly commendable, the city has furnished the means to complete within the past year, one of the most convenient, substantial, and capacious, if not the best school building in the State, large enough to accommodate from 800 to 900 children, with six large well ventilated school rooms and a recitation room attached to each. This building is designed for six distinct schools, with from 12 to 18 teachers. It is covered with slate, and is placed in the middle of block 7, in the Eastern Enlargement. The land belonging to the school is 309 feet in length, well fenced, affording ample play ground for all the scholars. The ground has been procured at a cost of about \$4,000; the cost of the building and improvements have been \$10,000, making the expense of the school lot and building \$14,000, most of which has been paid by the city, during the past year. For the erection of this building, now the proudest ornament of the city, we are greatly indebted to John S. Hopkins, then Mayor of the city. Through his energy and devotedness, every contract was promptly met. But while we with gratitude commend the promptness and unanimity of all in furnishing the means for good buildings and good schools, we must as heartily condemn the heedless, thoughtless

course, pursued by too many parents, in not only permitting, but even requiring their children to be absent from school upon the most flimsy excuse. Our schools are so graded, that every recitation in any school, is one step forward; that missed, the scholar is behind his class; two recitations missed, the scholar, if not very ambitious, becomes disheartened and discouraged. He cannot learn or understand the lessons of his class, having lost the former lessons; he thereby loses all interest in his studies, dislikes his teacher and his school, and leaves in disgust, to become a loafer and nuisance about the streets, and in the opinion of the parents the teacher is not fit to teach school. All this comes from John or Susan being required to remain from school to take care of the baby while the mother makes a few calls, or from still more flimsy excuses. If parents would consider that each recitation in school forms a full complete link in that great chain extending from the Primary to the High School, and that "from such a chain, whatever link you strike, tenth or ten thousandth, breaks the chain alike," they would assuredly put forth some little exertion to have their children more punctually and regularly at school. Without exception, our best scholars are the most punctual and regular in their attendance, advance the most rapidly, and they and their parents are the best pleased with our schools, while those irregular in their attendance are dissatisfied and fault-finding, and their parents with them. They injure themselves; they injure the schools; they injure the teacher, and increase his labor four-fold. If parents do not correct this irregularity and absence from school, we shall be compelled hereafter, to exclude from school. They may claim the right to do as they please with their children, and we shall claim the right to protect our schools from injury and disturbance, and our teachers from so much extra labor.

Many parents have already seen the injury to their children and injustice to our schools, by absences, and are correcting the same; hereafter, absence from school, except from absolute necessity, will exclude scholars from school. Scholars absenting themselves from examination, will not be received into school thereafter, except upon the most satisfactory reasons.

The schools are now well classified, and divided in four grades, as follows:

The High School, the Grammar, the Intermediate, and the Primary Schools. There are thirteen teachers: three males and ten females.

HIGH SCHOOL.—The High School has been under the charge of Mr. B. P. Snow, a graduate of Bowdoin College, Maine, for the past year.

There have been admitted into this school during the year, 51 scholars. The average attendance has been about 40 scholars.

There has been a superior philosophical and chemical apparatus, at a cost of over \$350, procured for this school during the past year, we hesitate not to say the best in the State.

The Public Schools during the past year have been highly prosperous and successful. Harmony and good order have prevailed, and our teachers have all labored hard and assiduously, and devoted their best energies for the advancement of the scholars and the promotion of the schools, and we feel gratified that so great success has crowned their efforts, and we trust that such faithful, unremitting labor and exertion will hereafter be appreciated by their pupils, if not by the parents.

The Trustees have endeavored to act with impartiality, procuring the best teachers that could be found, and they invite comparison with any schools, teachers, or scholars in the State, whether Public or Private. Our aim and that of the teachers from the commencement of our Free Schools, has been to elevate and raise their character and standing so high that the Free Schools of Evansville will become the Lighthouse of the whole city, not only to incite and guide the nobler faculties to higher and stronger efforts, but also to warn the rampant Young Americans of ten, now swearing, smoking, and fighting about our streets, that there is a distinction in honor and notoriety higher and more valuable than that of becoming God's runaway children, and the loathsome excrescence of juvenile vagabonds. The expense of our schools is light in comparison to that of Poor Houses and Prisons and their appendages.

For more than two years after our Free Schools went into operation, scholars could not be found in the city sufficiently advanced to enter a High School of the standard now established for admission, and when we opened the High School, the standard for admission was lowered to admit twenty of the best scholars in the city to enter. Now our High School is in successful operation, and a good class from each of the Grammar Schools will be well prepared for admission the coming year, though most of them are not over twelve years of age. Will many such children ever require a Poor House or Prison?

If parents could realize the amount of responsibility imposed upon them in guiding, directing, and disciplining the immortal minds committed to them, how few children would be found idling and prowling about the streets, absorbing evil and wickedness? How few would be found absent and tardy at school, and how many parents would be present at all our school examinations.

MORAL TEACHINGS.

Perfections of right and wrong belong to childhood, and, like other faculties, should be exercised and prompted to vigorous growth. This requires skillful training. Children tire of direct instruction, and unless charmed by the personal qualities of the Teacher, become listless or mischievous. But tell them a story, a biographical anecdote or historical fact, or let them tell one, and the case is altered. They see something tangible. The precept

has its living type, and the moral lesson enters together with the story, and becomes for ever a part of the child's being. A story of this sort, and for this subject, once a week, would do much for teachers and pupils, and would call attention to this much neglected subject. It would compel investigation, and keep all on the alert for next week's lesson. The February number of the *Massachusetts Teacher* furnishes several anecdotes in point.

GOOD FOR EVIL.

An old man, of the name of Guyot, lived and died in the town of Marseilles, in France. He amassed a large fortune, by the most laborious industry, and the severest habits of abstinence and privation. His neighbors considered him a miser, and thought that he was hoarding up money from mean and avaricious motives. The populace pursued him, wherever he appeared, with hootings and execrations, and the boys some times threw stones at him. In his will were found the following words: "Having observed, from my infancy, that the poor of Marseilles are ill supplied with water, which can only be purchased at a great price, I have cheerfully labored, the whole of my life, to procure for them this great blessing; and I direct that the whole of my property shall be laid out in building an aqueduct for their use."

"THAT IS A BOY I CAN TRUST."

"I once visited," says a gentleman, "a large public school. At recess, a little fellow came up and spoke to the master; and as he turned to go down the platform, the master said, 'That is a boy I can trust. He never failed me.' I followed him with my eye, and looked at him when he took his seat after recess. He had a fine, open, manly face. I thought a good deal about the master's remark. What a character had that little boy earned. He had already secured what would be worth more to him than a fortune. It would be a passport to the best office in the city, and what is better, to the confidence of the whole community. I wonder if the boys know how soon they are rated by older people. Every boy in the neighborhood is known; opinions are formed of him, and he has a character, either favorable or unfavorable. A boy of whom the master can say, 'I can trust him: he never failed me,' will never want employment. The fidelity, promptness, and industry which he has shown at school are prized every where. 'He who is faithful in little will be faithful in much.'"

ANECDOTE TOLD BY A NEW-ENGLAND CLERGYMAN AT A TEACHERS' INSTITUTE.

Soon after I was settled in the ministry, I was appointed a member of the school-committee of the place. In my frequent visits to one of the schools, I took notice of a boy whose clothing was

very coarse and showed many patches, but still was clean and neat throughout. His habits were remarkably quiet and orderly, and his manners very correct. His disposition was evidently generous and kind, and his temper mild and cheerful, as he mingled with his schoolmates at play, or joined their company on the road. When I saw him last in New England, he was on his way to school. His appearance still bespoke the condition of his poor and widowed mother, and his hat was but a poor protection against either sun or rain; but as I passed him, he lifted it with an easy but respectful action, a pleasant smile, and a cheerful "good morning," which, unconsciously to himself, made the noble boy a perfect model of genuine good manners. His bow, his smile, and his words, all came straight from his true, kind heart. When last I saw him, thirty years had passed, and I was on a visit to the West. The boy had become a distinguished lawyer and statesman; but his bow, and his smile, and his kind greeting, were just the same as those of the barefoot boy with the poor hat.

HOW TO BE LOVED.

One evening, a gentleman related, in the presence of his little girl, an anecdote of a still younger daughter of Dr. Doddridge, which pleased her exceedingly. When the Doctor asked his daughter, then about six years old, what made every body love her, she replied, "I don't know indeed, papa, unless it is because I love every body." This reply struck Susan forcibly. "If that is all that is necessary to be loved," thought she, "I will soon make every body love me." Her father then mentioned a remark of Rev. John Newton, that he considered the world to be divided into two great masses, the one of happiness, and the other of misery; and it was his daily business to take as much as possible from the heap of misery, and add all he could to that of happiness. Now, said Susan, "I will begin to-morrow to make every body happy. Instead of thinking all the time of myself, I will ask, every minute, what I can do for some body else. Papa has often told me that this is the best way to be happy myself, and I am determined to try."

THE HONEST BOY.

A gentleman from the country placed his son with a dry-goods merchant in ——— street. For a time all went well. At length a lady came to the store to purchase a silk dress, and the young man waited on her. The price demanded was agreed to, and he proceeded to fold the goods. Before he had finished, he discovered a flaw in the silk, and pointing it out to the lady, said:

"Madam, I deem it my duty to tell you that there is a fracture in the silk." Of course she did not take it.

The merchant overheard the remark, and immediately wrote to the father of the young man to come and take him home; "for," said he, "he will never make a merchant."

The father, who had ever reposed confidence in his son, was much grieved, and hastened to be informed of his deficiencies.

"Why will he not make a merchant?" asked he.

"Because he has no tact," was the answer. "Only a day or two ago he told a lady, voluntarily, who was buying silk of him, that the goods were damaged, and I lost the bargain. Purchasers must look out for themselves. If they can not discover flaws it would be foolishness in me to tell them of their existence."

"And is that all the fault?" asked the parent.

"Yes," replied the merchant, "he is very good in other respects."

"Then I love my son better than ever, and thank you for telling me of the matter; I would not have him in your store another day for the world."

DO THEY MISS ME AT SCHOOL?

AIR.—*Do they Miss me at Home?*

WORDS BY J. W. GREENE.

Do they miss me at school? do they miss me,
As soundeth the peal of the bell?—
When gathering footsteps are welcomed,
And voices in harmony swell?
Do they look to the seat of my choosing,
And silently wish I were there?
Oh, say, is my name e'er remembered,
As riseth the soft solemn prayer?
As riseth the soft solemn prayer?

Do they miss me at school? do they miss me,
As moveth each class on the floor?
When "questions" go round for an "answer,"
Do they wish there was *one* scholar more?
At the grouping of loved ones in converse,
Is a word ever whispered of me?
Is the thought ever felt at the ring-play,
"How cheering *her** presence would be?"
"How cheering *her* presence would be?"

Do they miss me at school? do they miss me,
As one who was gentle and true?
As one who "assisted" the teacher,
By making the trespassers few?
It will brighten the course I'm pursuing,
To think that my school-friends remain,—
To know that I'm missed from the circle
I never may gladden again,
I never may gladden again.

*Or *his*.

IN EVERY THING TEACH TRUTH.

Communicated for the Practical Educator, by Rev. S. Adams, Teacher of the Young Ladies' School, in Central Place.

The young and many of the old, have very imperfect conceptions of the import of the word TRUTH. In relation to the human mind, it is the perfection of things and principles as they are. To tell the truth, is to tell things as they are, facts as they are, principles as they are. In this matter, a grave responsibility rests on the teacher. He must know the truth in relation to every thing he teaches. He must teach truth to his pupils. He must watch with the utmost care—with a prying scrutiny, to be sure that he leaves an impression of exact truth on the mind of his pupil.

It is sometimes said, for instance, that figures never lie. I admit they never lie, when they are made to tell the truth; but so far from telling it always, that they are often against their own nature made the greatest liars in the world. How so? Let me show you how, in a very simple case, pupils make figures tell monstrous fibs, when they mean to tell the truth, and think they do tell it, and the teacher thinks so too, oftentimes.

Suppose the simple question to be, "In 15 shillings how many pence?" The pupil says 180 pence. That is false. I mean the words express a falsehood, not that the pupil is guilty of intentional falsehood; yet does not the teacher often leave the matter here, as if he was satisfied with it. And if he is, the pupil will be too. Shillings cannot be multiplied by pence.

The teacher goes on. Why do you multiply by 12? Because twelve pence make one shilling. Here is a false reason. It is no reason at all for multiplying, and only an implied, not a well-told reason, for multiplying by twelve. Tell the pupil so. He stays, and asks, why; don't 12 pence make a shilling? Yes, but that is not a reason for multiplying by any number whatever. The teacher, if he will teach the exact truth, must not leave the subject here, but go on in some way to bring the whole matter correctly before the mind of the learner. He may say you cannot even multiply shillings by shillings, much less shillings by pence. Multiplication is always simply taking one number as many times as there are units in some other, or in the multiplier. I want an explanation of your process, which will present the multiplication in the simple light of the number 15, multiplied by the number 12. Nothing else is the truth here—and that is what we are after—exact truth. We must be content neither of us, with any thing short of the exact truth. Will any one explain; if the class have not been previously well taught, probably no one will answer correctly. The teacher must go on. He may ask, how many pence will one shilling make? All readily answer, twelve. Then, in any number of shillings, how many times as many pence as there are shillings? They answer twelve times as many. Why? because every shilling will make twelve pence. Will you now explain? I multiply 15—the number of shillings, by 12, because there will be twelve times as many pence as shillings. Does 15 as a multiplicand represent shillings? No, sir, but simply the number of shillings. Does 12, as a multiplier, denote pence? No, sir, but simply the number of pence which one shilling makes.

All this may seem to many a tedious and unnecessary particularity, because the pupil, they say, gets a correct answer without it. True, the figures that make up the answer are obtained, but they are made to tell a lie. 15 shillings cannot be multiplied by 12 pence; and if they could, the product would not be pence. If you are training a mind, a human mind, an immortal mind, never deem any labor superfluous, which may be needed to make and fix an impression of exact truth on that mind. We should not educate any pupil merely for the purpose of enabling him to reckon dollars and cents, to keep from getting cheated. Even if we aimed at nothing more than this, our best way would be to teach exact truth; and precise methods. To teach in this way requires time, and is worth time. But it saves time afterwards. Having once learned right, in all subsequent practice we do not have to delay to state all the process. The mind, at a glance, takes in the whole process rapid as light and unerring as instinct.

But our aim is not so limited; it is higher and nobler—to train the mind to the love of truth in every thing—to habits of exact analysis, and to the habits of giving exact oral statements of the analysis. If those who have not tried the method of never leaving a subject until the views of the pupil are in exact accordance with truth, will faithfully make the trial, they will witness a gradual and most pleasing change in the modes of thinking and speaking among their pupils. The labors may not at the time be fully appreciated, for they must break up that careless flippancy which means nothing, and fall back upon principles, and see to it, that they are correctly lodged in the pupil's mind. To a superficial observer and perhaps to a fond parent even, this may appear less showy; but the philosophical teacher and lover of pure truth, well knows that this method is in the end infinitely the most useful; that it is the only one, which will send his pupil from the school-room into the world with a mind trained to a patient, accurate, and thorough examination of whatever questions of duty, of opinion, or of business may present themselves in the progress of life: therefore he must adopt it, and abide the issue. He must not let the temptations of popularity, or of interest, divert him from teaching truth, exact truth, in every thing. Whatever labor it costs, he must not shrink from it, until he knows that the learner has reached the truth.

Does any teacher doubt the result, let him first qualify himself on any subject, or any study, and take a class competent in age and capacity to grasp the subject, and carry them through it, dwelling on all its parts and elements, and the combination of elements, until his pupils have become possessed of them: then his doubts would be removed. To draw our illustration still from arithmetic, let him take a class and solve five questions requiring the same process as the one already given, and dwell on them any time that may be necessary for the class to learn how to do and explain them with perfect accuracy in manner and language; let him do this, and what will be the result? He will find his class perfectly initiated into all the mysteries of what is commonly called deduction descending. Every step rests on one simple principle, which, when once apprehended by the pupil, supersedes all fictitious rules, and is worth far more than they all; yea, every time the pupil states his process he makes and gives a rule.

I have selected one very simple arithmetical question to show what I mean by teaching exact truth in every thing. I would carry this rigid method into

every department of elementary instruction. The consequence will be, that loose and slovenly modes of expression will disappear, the mind will gain clear and definite ideas—will know what it knows, and cease to think it knows what it does not. With it, will generally grow up a love of truth—truth in science—truth in morals—truth in every thing, and dissatisfaction with every thing but truth.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

ANSWER TO No. 10.—By R. W. MCFARLAND.



This I solve by the Theorem:—base : sum of the sides :: dif. sides : dif. seg. : determining in terms of x , the area of the field, then using double position. I'll not put the work down—it is tedious. I make AB 51.6182 rods; some doubt may hang over the last figure. From this the contents were, I believe, 502.4 rods.

[This problem results in an equation of the sixth degree which may be solved by *Horner's Method*. The operation, however, would prove rather wearisome, and we presume few will undertake it.—ED.]

SOLUTION OF No. 11.—By E. M. STRIBBLING.

The circumference is 25132.8 miles. Dividing 360 degrees by 25132.8 and multiplying the quotient by 3000 we get 42 degs., 53 min., 18 sec., which represents the degrees in the arc whose length is 3000 miles. Finding the secant of this arc and subtracting 4000 we obtain 1456.5+ miles for the external segment required.

[Prof. McFarland gives for the answer 1456.74 miles, which result may be more accurate. We have not tested it by calculation.]

SOLUTION OF No. 12.—By JACOB STAFF.

Add the second and the third equation $\dots x^3 + x^2 = 12 \dots (4)$ x is obviously 2, the other roots $(3 \pm \sqrt{-15})$ divided by 2. Substitute for x in 2nd and 3rd $\dots z^2 = y^3$ and with these values of x and x^2 in the first we get $(y^3 - y^2 + 2y) - 56 = 0 \dots (5)$ By the method of divisors $y = 4$, therefore, $z = 8$.

As (4) and (5) have each but one real root, they can be solved by quadratics.

[Every cubic equation which has two imaginary roots can be solved by quadratics, by Cardan's Method. This problem was also solved by James Harris, R. W. McFarland, and E. M. Stribbling.]

SOLUTION OF No. 13.—BY THE EDITOR.

Supposing that $(\cos.a \pm \sin.a\sqrt{-1})^n = \cos.na \pm \sin.na\sqrt{-1}$.

We get by multiplying both members by $\cos.a \pm \sin.a\sqrt{-1}$.

$(\cos.a \pm \sin.a\sqrt{-1})^{n+1} = \cos.na \cos.a - \sin.na \sin.a \pm (\sin.na \cos.a + \cos.na \sin.a)\sqrt{-1}$.

Simplifying the second member by two well-known trigonometric formulas we obtain $(\cos.a \pm \sin.a\sqrt{-1})^{n+1} = \cos.(n+1)a \pm \sin.(n+1)a\sqrt{-1}$.

Therefore, if the formula is true for n it is also true for $n+1$, and must, therefore, be true for all integral positive numbers, since it is true for $n=1$. The formula is also true when it is negative or fractional. But we omit the proof.

[This problem was also solved by Jacob Staff and R. W. McFarland. Staff's solution was by Calculus.]

PROBLEM No. 18.—BY JACOB STAFF.

If 12 men mow $3\frac{1}{2}$ acres of grass in 4 hours, and 21 men mow 10 acres in 9 hours, how many men will it require to mow 24 acres in 18 hours, each man mowing the same quantity or weight of grass, and the grass growing uniformly?

PROBLEM No. 19.—BY E. M. STRIBBLING.

Two semicircles, whose radius are in a known ratio, lie on contrary sides of the same right line, the circumference of one terminating in the centre of the other. Draw the greatest line perpendicular to the common diametral line, and terminated both ways by the two curves.

MATHEMATICAL ITEMS.

The formula No. 13 was discovered by DeMoivre, the successor of Sir Isaac Newton, in the Mathematical Chair at Cambridge. It is called *DeMoivre's Formula*.

Lagrange died April 10, 1813. He was born in 1736.

Laplace died March 5, 1827. He was born in 1749.

Legendre died in January, 1833, in the 81st year of his age.

Lacroix died May 24, 1843. He was born in 1765.

These four eminent mathematicians lived each to about fourscore years.

EDITORIAL MISCELLANY.

We publish the following communication from an Eastern friend who has been spending a few weeks in the Great West, and has, among other objects of interest, visited

ANTIOCH COLLEGE.

While spending a few days at Yellow Springs, some facts were made known to me pertaining to this institution that I thought would be interesting to the readers of this Journal and to the friends of education generally. The town itself presents a delightful appearance, and has many objects of beauty and interest in its natural scenery. But the College is the chief object of attraction and has contributed mainly to the growth and prosperity of the village. The finest advantages for obtaining an education, without its usual attendant perils, may be enjoyed here. The standard of culture is as high as in any of the best New England Colleges, and they have competent teachers to give the most thorough course of instruction. There is a preparatory department for those who are not qualified to be admitted to the classes of the College, and for those who have not time or means to go over the whole range of study. Horace Mann, the President, is fitted by nature and education to inspire in an unusual degree the intellectual ambition of the youth. He is a man who is certain to leave the mark of high moral sentiments on the mind, and to quicken it with the desire for mental attainment. Mostly through his influence the community has been freed from the exposures and temptations to intemperance and other common vices associated, usually, with a student's life. The atmosphere of a college is generally polluted in the extreme. A low, foul mouthed vulgarity marks its intercourse, which often degrades the taste and speeches of the whole future life. Here, a high tone of moral respect is exhibited, and a purity prevails which makes itself felt even by the visitor. This arises from the refining and controlling influence of Mr. Mann, for whom the students cherish an unbounded respect, and whom they delight to obey and honor, and from the purifying presence of female character. The experiment of educating boys and girls together has proved eminently successful thus far. The rules in regard to their intercourse are strict and sacredly kept, and in the ways in which they meet, a wholesome restraint is exerted, which checks all coarseness of manner and wickedness of speech. I do not think there is such a set of well-behaved students in the land.

In most communities the student is held in great disrepute. He makes himself troublesome and notorious for mischief doing, offensive tricks and scrapes. Here this usual opinion is reversed, and he stands as one of the most highly esteemed citizens. No misconduct has lessened the respect of the people at large for the members of the college, but their residence among them has tended to nurture confidence in their good principles, and their orderly deportment is spoken of with a just and honorable pride. A visit among them would give sufficient assurance that whoever entrusts his child to the care of this institution could not wish for better guardianship, and need not feel the slightest anxiety about the welfare of the mind and char-

acter. Great attention is paid to the preservation of health—more than in any other institution of the kind. The students show this in their physical appearance. They have not that sickly, hollow-chested look which is so common among students. They stand up erect, full-breasted, showing the flush of vigorous pulses and the strength of well developed muscles. They are taught the proper importance of an acquaintance with and obedience to the organic laws, in order to contend manfully with the turbulent, struggling world, and to buffet successfully amid its waves of fortune, and front bravely its various allotments. At the morning prayers and the Sunday worship there is a prompt attendance, and a hushed, orderly thoughtfulness and devout reverential seriousness, that indicates growing religious convictions, and convinces a stranger who mingles with them that one grand object of the Professors is to prepare the young under their charge for the solemn responsibilities and the active duties of a christian life. Most heartily do I wish this noble institution the continued success which I have no doubt it will maintain without thought of mine. It is now, I believe, out of debt, and is in a fair way for the largest usefulness. May it prosper and grow in doing good.

T. S. L.

IMPORTANT DECISION IN REGARD TO THE SCHOOL LAW OF 1855.

QUICK ET AL. *vs.* SPRINGFIELD TOWNSHIP.

Appeal from the Franklin Circuit Court. Springfield Township in Franklin County, being also a Congressional Township, upon complaint against Quick, the Auditor, and Robeson, the Treasurer of said County, obtained an injunction to prevent said Auditor and Treasurer from distributing the Common School Funds in said County as required by the act of March 5, 1855. From the order making such injunction perpetual an appeal was made to the Supreme Court. The complaint shows that said Township has a considerable fund derived from the 16th section therein, and the plaintiff claims that the annual income arising from that fund shall not be taken into account as said act requires, in making distribution of the revenues of the State derived from other trust funds and from taxation. The ground on which this claim was made was that the act in question is unconstitutional, and also, that it violates the act of Congress making the grant.

The Supreme Court sustains the constitutionality of the act of 1855, and decides that it in no manner interferes with the act of Congress. The judgment of the Circuit Court is reversed.

We have received the Catalogue of Kenyon College, Ohio, in which Benj. L. Lang, formerly of this city, is Professor of Mathematics.

In the College Department there are eighty-two students, and in the Preparatory sixty-eight.

HOW TO COMMENCE BUSINESS.

One of the wealthiest merchants of New York city tells how he commenced business:

I entered a store and asked if a clerk was wanted? "No," in a very rough tone, was the answer, all being too busy to bother with me. Then I reflected that if they did not want a clerk they might want a laborer, but I was dressed too fine for that. I went to my lodgings and put on a rough garb, and the next day went into the same store and demanded if they did not want a porter, and again "No, sir," was the response—when I exclaimed, almost in despair, "a laborer? Sir, I will work at any wages. Wages is not my object—I must have employ, and I want to be useful in business." These last remarks attracted their attention, and in the end I was hired as a laborer in the basement and sub-cellar at a very low pay, scarcely enough to keep body and soul together. In the basement and sub-cellar I soon attracted the attention of the counting-house and chief clerk. I saved enough for my employers in little wastes to pay my wages ten times over, and they soon found it out. I did not let any one go about committing petty larcenies without remonstrance and threats of exposure, and real exposure if remonstrance would not do. I did not ask for any ten-hour law. If I was wanted at three o'clock I never growled, but told every body to go home, and I would see everything right. I loaded off at day-break packages for the morning boats, became indispensable to my employers, and I rose and rose, until I became the head of the house, with money enough, as you see, to give me any luxury or position a mercantile man may desire for himself and his children in this great city.—*Ohio Journal of Education.*

ERRATA.—In the first article of the June Number, 2nd page, 11th line from the bottom, "permanently" should be "pre-eminently."

SCHOOL INTELLIGENCE.

There will be a Teachers' Institute at Centreville, Wayne County, commencing August 25th, and will continue one week.

The Schools all around us so far as we can learn are closed, or are about closing. Those of Indianapolis closed on Friday, June 27, to re-open on Monday, Sept. 1st.

We have received the Annual Catalogue of Wabash College, Crawfordsville, Ind., Rev Charles White, D. D., President. In the Collegiate Department there are 48 students. In the Preparatory and Normal Departments 112. Annual commencement July 23.

Our subscribers will not charge us with lauding ourselves, since, although we have received many most encouraging and flattering notices of the *Hoosier Journal*, we have never in any case obtruded them upon our readers, but give insertion to the following from a subscriber in Wayne county.

Speaking of the Journal he says: This work I wish could find place in every family in the State. In that case our taxes would be greatly reduced—there would be fewer criminal prosecutions—our jails and prisons would have fewer occupants, and our alms-houses would be less crowded. To me it is always a desirable visitor, and its pages always contribute to my stock of knowledge. Since I received the first number I have used all reasonable exertions to have the teachers in our town avail themselves of its benefits.

C. W.

Our friend, L. P. Adams, of Wilmington, writes us: "The interest in popular education is increasing here. Our last Teachers' Association, held at Moore's Hill, was attended with considerable enthusiasm.

MONTGOMERY TEACHERS' ASSOCIATION.—The Association met at Ladoga, Friday evening, May 30th, J. M. Simpson in the Chair, and J. A. Gilkey, Secretary. The Rev. Dr. Warner opened the meeting with a very forcible prayer. Dr. T. W. Fry, of Crawfordsville, delivered an address on the Science and True Practice of Medicine.

Appropriate resolutions were adopted, when the meeting adjourned to meet Saturday morning at 8½ o'clock.

SATURDAY MORNING, 8½ o'clock.

Association met. J. M. Simpson in the chair, and J. A. Gilkey, Secretary. Prof. A. E. Hadley read a communication from Prof. C. Mills. By motion of S. M. Smith, Rev. Gibbon Williams was solicited to prepare an essay on the proper construction of school-houses. J. W. Smith read an essay on "Union Graded Schools." Prof. A. M. Hadley read an essay on the "Study of the English Language." Prof. Hadley's essay was ordered to be published in the "Indiana School Journal."

AFTERNOON SESSION.

2 O'CLOCK, P. M.

A committee previously appointed read the assignment of duties for next Convention, as follows:

| | | |
|--|---------|----------------------|
| Female Education, | - - - - | Miss E. A. Williams. |
| Teacher's Mission, | - - - - | J. M. Simpson. |
| Physical and Mental Culture, | - - - - | Dr. J. E. G. Naylor. |
| History of Common Schools in Indiana, | - - - - | Prof. A. M. Hadley. |
| Teachers' Associations, | - - - - | J. A. Gilkey. |
| Influence of Colleges on Common Schools, | - - - - | G. M. Smith. |

Several resolutions were then offered, after which the association adjourned to meet at Linden on the first Friday in October.

G. M. SMITH.

OFFICERS OF THE ASSOCIATION.

| | |
|-----------------------|------------------|
| Dr. T. W. Florer, | President. |
| J. M. Simpson, | Vice President. |
| J. A. Gilkey, | Secretary. |
| J. W. Copner, | Treasurer. |
| Prof. J. L. Campbell, | } Executive Com. |
| Rev. Gibbon Williams, | |
| G. M. Smith, | |

The Teachers of Missouri met in convention, May 22 and 23, at St. Louis, to consider the organization of a State Teachers' Association, of Teachers' Institutes, the establishment of a State Normal School, and of an Educational Journal. Addresses were made by Hon. Horace Mann, of Antioch College, Ohio, and by Rev. Dr. Eliot and Dr. Post, of St. Louis. After the adjournment of the Convention, an Association was formed, and a constitution adopted. 117 persons, 62 males and 55 females enrolled themselves as members. Every new movement of this kind—every new Association gives strength to the cause of Education, and we welcome right heartily to the fraternity our young and vigorous coadjutor, The State Association of Missouri. Some doubt was expressed as to the expediency of establishing a Journal. What! the Educational interest of a *whole State*, not need and not able to support a single Educational Journal? Perhaps so far as mere Professional articles are concerned, and what may be called the literature of the School-Room, we have enough already, but there are a thousand things besides this of local and State interest, which need some organ, and can not and will not find their way to Teachers except through such an one. Without a Journal the Educational History of a State cannot be preserved, and if the right effort is made to make its circulation what it should be, there can be no doubt of its success.

Among the resolutions adopted were the following:

WHEREAS, The subject of Normal Schools has been so prominently brought before the community, that no convention of teachers ought to assemble without taking it into consideration; therefore,

Resolved, That this convention consider the establishment of Normal Schools, and other institutions for the special education of teachers, as of vital importance in the cause of education.

Resolved, That we consider the immediate establishment of a Normal School, by and under the control of the State Legislature, as demanded by the present condition of the schools and school system of Missouri.

Resolved, That this convention pledges itself to use all honorable means for the accomplishment of this purpose.

Resolved, That the Chair appoint a committee of seven persons to draw up a memorial, to be presented to the next Legislature for its consideration.

Also the following on Teachers' Institutes:

WHEREAS, We believe the time has come when the standard of education should be elevated among us, and when teaching throughout our State should be regarded as a profession; and,

WHEREAS, We believe there should be a more systematic and concentrated effort on the part of the educators of the State to carry into effect these objects; therefore,

Resolved, That this convention deem the establishment of Teachers' Institutes an effectual means of accomplishing these objects.

Resolved, That we pledge our co-operation in encouraging and sustaining Teachers' Institutes, in the counties of our State where such organization is practicable.

Also the following on the establishment of a School Journal:

Resolved, That a committee of seven be appointed by the Chair, whose duty it shall be to ascertain from the members present the number of copies of such a journal at \$1 each, for which each member will become responsible; and that said committee be empowered to take necessary steps for the establishment of a journal to be called the "Missouri Teacher," at as early a period as possible.

Resolved, That the same committee be instructed in behalf of this body to memorialize the Legislature, at its next session, for an appropriation sufficient to furnish ten copies of this journal to each County Commissioner. All of which is respectfully submitted.

The Association then adjourned to meet at St. Louis, May, 1857.

The "School Journal" has been received by the R. L. Society—on behalf of which, I wrote some time since—and is well liked. This Society was organized in 1851. Meets weekly in the Winter and every two weeks in the Summer; is earnestly devoted to the cultivation of a literary taste and a home literature, science, the cause of education, morality, temperance, and general intelligence; has a respectable and steadily increasing library of standard literary, scientific, and historical works—and during last winter had a series of lectures which we expect to continue when the long evenings return.

BENJ. S. PARKER, *Lewisville, Ind.*

PERSONAL.

We announced in our last that Wm. H. Wells, of the Westfield Normal School, Mass., had received the appointment of Superintendent of Schools in Chicago, Ills., in place of Mr. Dore, resigned. Since then we learn, by a letter from Mr. Wells, that he has accepted the appointment. Chicago is fortunate in her selection, and Mr. Wells is fortunate in the field of his labor if Chicago carries into her schools that giant-energy which characterizes every thing else which she does.

Miss Elvira Richardson, a graduate of The Hartford Female Academy, Vermont, has been employed the past year as principal female teacher in the Rising Sun Union Graded School, where she has achieved the most eminent success. Miss R. is desirous of a better situation than that at Rising Sun, and we call attention of Trustees of Schools to the fact. Refer to J. B. Follett, Principal of Union School, Rising Sun.

We see by a Boston paper, that there has been a meeting of graduates of the Normal School at Bridgewater, Mass., to take measures for the erection of a monument to the late Nicholas Tillinghast, to whose death we referred in our last Number. The meeting was adjourned to the 30th of July, to be held at Bridgewater.

George M. Dewey, late of Elkhart, Wisconsin, has taken charge of the Union School, at Buchanan, Michigan.

F. W. Hurtt & Co. are about starting a Western School Agency in Cincinnati, similar to the New England School Agency. Messrs. Hurtt & Co. are well acquainted with teachers and schools, and such an enterprise is worthy of support. Teachers and Boards of Education will find it for their advantage to consult Messrs. Hurtt & Co. Mr. Hurtt was formerly Superintendent of Schools at Springfield, Ohio, and published the Union School Journal there. This Journal will be published hereafter at Cincinnati and will be devoted to the interests of Union Schools generally.

NOTICE TO TEACHERS.

Robertson & Richardson, Publishers of the "Schoolmate," Boston, are about publishing a Teachers' Directory. I shall be pleased to receive the names and addresses of all the permanent teachers of Indiana, for insertion in the Directory. Address, GEO. B. STONE, Indianapolis, and I will forward names to the Publishers.

BOOK NOTICES.

We have received a specimen of Sheet Music, designed for Grammar and High Schools, published by James W. Green, of New York. It consists of a variety of New Songs set to familiar music, the latter accompanying the former. The conception is a good one. The songs are interesting, and the music will be immediately recognized by all of our young friends. We cheerfully commend this publication to the notice of teachers, believing that they will find these sheets admirably adopted to promote singing in Schools.

We have inserted one of the songs in this Number, to which we call the especial attention of our young readers. E. P. C.

"Elements of the German Language." T. Soden. Publishers, Applegate & Co., Cincinnati." We have not time now in the hurry which attends the closing of our school-year to give this work the examination which it needs. It is by a practical teacher, and claims to follow a method more congenial with the structure and spirit of the German Language.

"Exercises on Words." Designed as a course of practice on the Rudiments of Grammar and Rhetoric." By William Russell, Editor of the American Journal of Education. (First Series.) Published by Whittemore, Niles, & Hall, Boston, Mass.

A work which for want of time we must now pass without criticism.

SEMI-ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION.

At Lafayette, August 19, 20, and 21, 1856.

We give below, the Order of Exercises:

Tuesday Evening, August 19.—Opening Address by C. Barnes, President of the Association.

Wednesday, A. M.—Business, Resolutions, and Reports.

Wednesday, P. M.—Report on Phonetics by Committee appointed at last meeting. Mr. Bishop, of Hanover, Chairman.

Address by R. T. Brown, of Crawfordsville. Subject: Physical Education or the Relations of the Outer and Inner Man.

Wednesday Evening.—Address by Hon. J. R. M. Bryant, of Williamsport.

Thursday, A. M.—Business, and a Poem by E. E. Edwards, Esq., of Centreville.

Thursday Evening.—Social Meeting.

The Madison R. R. Co. will return Members of the Association who pay full fare on their road going, free of charge. The Companies of the other Railroads diverging from this city, have resolved to grant no half fare tickets except on *extra trains*. Should this resolution be adhered to, we earnestly hope it will deter no one from attending. Let every *live* teacher be present.

Ample provision will be made for the entertainment of all who attend. A committee will be in waiting at the Central School-house, to which place all will please repair on their arrival.

THE Indiana School Journal.

VOL. I. INDIANAPOLIS, AUGUST, 1856. NO. 8.

THE TEACHER'S PROFESSION.

Whoever said that the business of teaching "is a great science, a noble art," uttered a truth, the force of which, we trust, is every day more deeply felt, and more universally acknowledged. It is one of the encouraging facts of the present time, that the business of teaching is much more generally regarded than formerly, as an important and honorable calling, and consequently that he who engages in it, and perseveres in the faithful and honest discharge of its duties, is held in higher estimation than was the custom in the past. It is indeed a great science and a noble art. Principles profound as the human mind lie at its foundation as a science; and hence the consummate skill in the knowledge and application of those principles demanded as an essential requisite to its perfect practice as an art. How greatly then do those mistake who look upon it as only a compound of petty labors. How dim the vision of those who see nothing great, or noble, or important in the work of educating a human being for usefulness in time, or happiness in eternity. Yet there are many among men in society at large who are chargeable with making this mistake, whose vision is thus dim. And, uncharitable as it may seem, we fear there are many even among the teachers themselves, whose vision being darkened by reason of the ignorance that is in them, unfortunately make the same mistake. Let one incident alone serve as an illustration. It was the exclamation uttered by the teacher of a primary school as she dismissed her class for the day, "Once more out of prison!" The school-room a prison! The work of directing aright the mind of childhood and youth in its progress through an endless existence, the work of a prison! Whither then has flown the love that

worketh no ill to its neighbor? But, as the work of education advances, higher views and nobler aims will be the consequence of the clearer light which will illumine its path.

That it is necessary for every one about to select a profession, or to engage in the performance of the duties of that profession, to be acquainted with its nature and the extent of the obligations it involves, no one can reasonably doubt. It will, moreover, be readily conceded that, as we ascend from the lowest to the highest of man's avocations here, the importance of this knowledge rises in a corresponding degree. High up, indeed very near the top of the scale, we find the vocation of the teacher. How earnestly then should he seek to determine the light in which he regards the profession of his choice. With what deep solicitude should he scrutinize the motives which influence his acts in the assumption and discharge of its responsible duties.

In particularizing some of the characteristics of this profession, we would stop here to repeat, that the work of education is to be regarded both as a science and an art.

How strangely made was man! endowed with mind, immortal, upright, free.

"All else was prone, irrational, and mute,
And unaccountable, by instinct led."

And, yet, this is the material, peculiar in its being, intangible and etherial, with which the teacher has to work. It differs in all its properties from that with which any other workman plies his labor, as mind differs from matter. Attempt to control it by the harshness of cold and unsympathetic indifference, and it can scarcely fail to be repelled. But, on the other hand, let it be met, in its efforts at the acquisition of knowledge, by the affectionate smiles of kindness and love, and it is irresistibly attracted onward and upward through all its course. The wax beneath the seal is not more impressible than is the mind during the tender years of its pupilage at school. It is this subtle material, whose substance the nicest observations of sense cannot discover, upon which the teacher must operate, to build the mental and moral superstructure of each pupil, who passes beneath his fostering care. The laws of this mental being, as far as possible, should be known and clearly understood. Reason, and not chance, must control the work of education. Deep, appropriate, and thoughtful study is the price at which the acquisition of this science must be made.

And it cannot be that a science which underlies all others, whose principles are the golden rules for the benefit of humanity, whose principles lie deeply buried far down in the inmost recesses of the soul, should demand any thing less. It will thus be seen that something more than even a thorough knowledge of the branches of study to be taught is demanded for success. A teacher must thoroughly know himself.

As an art, it consists in the use of the best methods to secure the full and harmonious development of all the faculties, by the right application of the right kind of knowledge. If to comprehend the science, long-continued study and patient thought are needed, then, surely, in order to the successful application of its principles, previous careful preparation should always be made. And, when this has been done, the teacher has the gratifying assurance to know, that the desired end has been attained.

Before any of the common arts of life can be successfully prosecuted, or before a high degree of skill can be attained in any pursuit, its nature and duties must be clearly comprehended. Now, why should there be less research into the ultimate or foundation principles of this science, or less professional skill manifested in operations with it upon the plastic mind of childhood and youth, than in almost any other calling in life? Success can be reached, not by bold, startling attempts, but by the closest adherence to a way sanctioned by reason and experience. If there is not great *haste* there is *certainty* in the best methods. The teacher, then, will understand that *educating* is a method of exercising the mind for its development, growth, and health. If, then, in whatever plan the educator may adopt, there is not furnished this exercise for the mind, it fails in its most essential part.

Professional pride, not to speak of any higher motive, would seem to indicate that every teacher should have a full and familiar acquaintance with the principles of his calling, and that he be able to apply them in practice according to the most approved method. Nothing less than this should satisfy any teacher who has any ambition at all to excel in his profession. Nothing less will.

Another characteristic of this profession, deserving notice, is, that it is both important and honorable. And here the field opened for investigation is co-extensive with the whole subject of education. Every thing connected with it shows its importance. But leaving out of view other considerations which might be pre-

sented, that drawn from the nature of the human mind will suffice. It is immortal. Impressions made upon it do not exist for the present merely: they last forever. And those made during the period of scholastic training are perhaps as influential as any which it receives. Oh! that these were always right. But it is honorable. The well-being and even the permanency of society, are said to depend on its intelligence and virtue. The teacher is in a great measure the conservator of the public weal. In our schools the intellect may be cultivated; deep and abiding moral principles instilled; and a healthy physical structure developed. To accomplish all these is an object worthy the labors of a long life. It is one which, when accomplished, is replete with the richest rewards and the most abundant good.

Again, the profession is progressive. The glorious work goes on. It waits not tardy movements of him who fails to see his own interest in his own improvement. With resistless force it will sweep from the ranks the dead and the sluggish, while the "Live Teacher," buoyant with inspiring anticipations, stimulated still to exertion, will float by, leaving the other far behind with vain regrets for opportunities once enjoyed but now forever beyond his reach.

To teachers, therefore, we say, let us feel that our profession is worthy of our highest regards; that it is entitled to our best sympathies and energies. Let us strive, both by *precept and example*, to make our pupils, what we feel that we ourselves ought to be, *thoroughly educated, physically, intellectually, morally.*

Let us look with earnest solicitude upon the present condition of our profession, and upon all means tending to its elevation. Let teachers rest assured, that to be eminently useful, they must understand their true position; they must be conscious of the far-reaching influence of their labors, and be able to convince others that they are identified with the substantial interests of mankind.

Madison, June, 1856.

J. M. McLANE.

THE GOOD TIME COMING.

That a brighter day shall dawn upon the educational interests of Indiana, who can doubt? Has not the last ten years witnessed some advancement, some important changes, some educational

movements, which shall tell for our future weal? And, though we "make haste slowly," yet there are, even now, influences at work, potent for good; influences, which have within them the elements of intellectual empire. The signs of the present give promise of a brighter future.

Then let not our hands tire, nor our hearts faint, but let us look hopefully to the "good time coming." The plow of the husbandman converts the barren wilderness into a blooming, fruitful garden; but this is not the work of a day. Months and even years of patient toil must be endured, before the desire of his heart is gratified; before his eyes are blest with the visions of luxuriant beauty, which fancy had drawn, in vivid pictures, on his soul. Even so must we toil on, sowing the good seed with no sparing hand, and waiting patiently for the harvest.

But, I appeal to you, fellow-teachers: are we faithful to the holy trust committed to us? Are we doing everything in our power to hasten on the "good time coming?" Are we putting forth every effort to elevate the standard of teaching and make our profession honorable? Do our hearts throb with a pure philanthropy, which knows no selfish aims, but seeks to ennoble, purify, and elevate humanity? Do we possess those true, deep principles of patriotism, which will enable us to make sacrifices, if need be, for our country's weal?

If the prosperity of a people depends upon its virtue and intelligence, surely we, to whom Indiana entrusts the moral and mental culture of her sons and daughters, have no time to be idle. Who does not know that the boys and girls that now occupy our school-houses, are the men and women of no distant day? Shall we allow them to go forth, to act their part in life's great drama, without instilling into their minds and hearts a love of the good, and true, and beautiful. Shall the youth of our land—they who are to hold the reins of government; they who are to make laws for our observance—shall they arrive at manhood, with minds undisciplined, and understandings as immature as the untutored savage? Forbid it, Heaven! But how are they to be trained properly, without a well-trained, thoroughly-educated, self-denying, whole-souled, faithful band of teachers.

Look out upon the schools of our State. Behold the thousands and thousands of children and youth, who are cursed with teachers worse than none—worse, because they are instilling into the minds and hearts of their unfortunate pupils, errors which years

of faithful effort must fail to eradicate; confirming in them; habits of idleness and listless indolence, which shall be an eternal barrier to their intellectual development; aye, converting intelligent, thinking beings, into machines, propelled entirely by the action of extraneous forces. "But," says one, "what are we to do? *We must have a school, and somebody must teach it. Our children must be educated, and if no teacher of the right stamp can be found, why we must take such as we can get.*"

In their dilemma they look about, and canvassing the *entire circle of their acquaintance*, they finally fix upon some uncouth, illiterate maiden, too proud, too lazy, or, perhaps, too "weakly" to earn a livelihood by honest industry. She is forthwith installed "school-mistress," and thus permitted, with unskilled hand, to play upon a "harp of a thousand strings."

Or, if it be a *winter school*, the candidate for pedagogic honors is perhaps a poor, itinerant shoe-maker, who has run himself out of breath, and out of means, in "whipping the cat." But, rescued now by a benevolent and humane *school-board*, from those sublunary cares which weighed upon his spirit, he wraps complacently about him the honors of his new office, and doubtless hopes for more success in flagellating intelligent animals, than in his old employ, viz.: "whipping the cat." But wo to the luckless wights committed to his fostering care. Though this young nabob may get his daily bread by "boarding round," and perhaps "pocket his *ten dollars* a month," yet the poor children who look to him as their educator, must actually starve for want of that mental and moral aliment which he has no power to supply.

The above is no fancy sketch, but an oft-recurring, lamentable reality. True, we have among us many real, genuine teachers, noble, god-like spirits, who are as beacon-lights in the surrounding darkness. But are there not hundreds and even thousands of schools in our State, which are supplied with teachers no better than those which I have feebly sketched?

And comes there not to us a mute appeal from the multitude of juveniles thus taught and cared for? With a deep but voiceless eloquence, they plead for help. Fellow-teacher, do you fold your arms and freezingly reply "that you can do nothing more?" What if you have done more than your brother. Be glad that God has given you the ability. What if an apathy has seized upon your fellows—then 'tis time for you to be up and doing. If you have the labor of a dozen to perform, so much the more need

of faithfulness. What if you have devoted time, talent, and money to this cause—what if your purse is almost empty. Do you falter now? Can you not work on with a right good will a little longer? Can you not arouse the people to action by laying before them the wants of our school system? Can you not do something to call attention to the fact, that what we want is teachers?

Taxation and a liberal expenditure of funds for school property, building purposes, &c., will not make scholars. There must be in every school-house a presiding genius, emitting constant beams of intellectual and moral light, which shall warm into life and healthful growth, the germs of thought deep bedded in the human mind.

Now, I would ask, is it economy to use the public fund in the support of schools infinitely worse than none? Could not a Normal School be established and pretty handsomely endowed with the money annually wasted in this manner.

That a Normal School (or Schools) is indispensable to our educational prosperity, every intelligent teacher is fully aware. And may we not hope that the wisdom of our Legislators so manifest in the general features of our School Law, will be still further exhibited in an ample provision for the education of teachers. But, as in the nature of things, these Schools will not, like Jonah's gourd, spring up in a night, and as teachers can not be manufactured in a day—while we are waiting for these results to be attained, can we not do something more than we are doing, to meet the present emergency? Can not a series of Teachers' Institutes be held in the different counties of the State, which shall prove a healthful stimulant to all classes of teachers, and especially to those whom no other agency can reach? True, we have our Conventions, our Annual and Semi-annual Associations, our School Journal, &c. All of these are doubtless accomplishing a good work. But there are hundreds of teachers who have actually never heard of them, or, if they have, do not receive for a quarter's service, enough to defray the expense of a pilgrimage across the State.

How then can they meet with us, or share the benefits which we enjoy? They can not do it. Ladies teaching for *one dollar per week* and "*boarding round*" can hardly be expected to do more than keep themselves in good shoes and respectable sun-bonnets. They have no "dollar" to pay for our *Journal* nor any other Journal. The consequence is, they must remain as they are, and teach as they teach, unless light is carried to their very doors and poured upon them *free of charge*.

May we not hope that Teachers' Institutes, conducted by intelligent, enterprising, experienced, practical teachers, will undertake this noble mission, and that right away. M. F. W.

ONE OF MY EVENINGS.

A SCHOOL GIRL'S STORY.

We were all seated round the table in Aunt Lena's cosy room, lighted by the cheerful radiance of the solar lamp, when the evening began—Aunt Lena, Emma, Eda, and I. All day (for Eda and I were visiting Aunt Lena) we had been discussing numberless home affairs, interesting only to those personally concerned, and now the "tide of talk which had flowed merrily all day, had ebbed away till scarcely a murmur was heard." Perhaps we were tired, or perhaps we had nothing to say, and as to Aunt Lena, perhaps she was like a good housewife devising ways and means for making "auld claiths look amaisht as weel as new," as her lap was full of them, or like a good housekeeper deliberating if it were best to have baking or ironing on the morrow; or perhaps she saw a grease spot on the carpet, or perhaps she didn't. I can't tell you; I only know she was very grave and looked steadily at one spot on the carpet. I saw nothing *remarkable* about it; perhaps *you* can think of some reason if you'd like to know any.

Or it may be, with the quiet and darkness of night deepening round us, and the cares of the day departed, evil thoughts were fleeing our hearts, and to our subdued and thoughtful spirits, Memory and Repentance were whispering of

"The many hours misspent,
The gifts to error lent,
The wrongs we did not shun,
The good we had not done."

And good angels with pitying love were fanning the feeble flame of aspiration, and strengthening the yearning for the divine and beautiful, of which our souls catch glimpses through the thick infolding veil of sensuality and selfishness.

But somebody says that whatever our unhappy sex may lack in some respects, they are endowed with *one* happy faculty which perhaps compensates for their deficiencies—they can not remain

silent forever, and we were not destined to disprove this profound statement, for Aunt Lena broke the silence by saying, "I was thinking—well—of your Aunt Mabel; she has so changed." "And from what? what was she?" we demanded. "Oh! she was so full of life and gayety, and *now* she is so grave and quiet." Gentle, thoughtful Aunt Mabel gay and lively! we could not imagine it, for Eda and I had been told very little of the childhood of our mothers (who were sisters) and our elder friends. But Aunt Lena's nod was confirmatory as she sat with her eyes thoughtfully fixed on her tatting. (I detest tatting.) Naturally curious as to external as well as internal changes, I inquired, "and was n't she very fair, then, too?" "No! she was n't like your Aunt Alice; she never had any color in her face, and was always pale-looking." So Eda and I were wrong again, for we had supposed her to be fair, with rosy cheeks, and a gentle, quiet girl, rather shrinking from gayety, and loving solitude; and when we tried to picture to ourselves her girlish form, slight but well-rounded, her face pale but merry amid her clustering brown curls, and her blue eyes sparkling with fun, the vision would fade away, and in its stead the thin, sweet face of the Aunt Mabel *we* knew, smiled upon us. "She was very witty, and excellent company,"—continued Aunt Lena. "I can't help pitying Mr. Clement whenever I see him," I said, "to think he loved Aunt Mabel so, and I don't believe he'll ever be half so happy with any one else." "Yes, poor man! he *was* sadly disappointed, but *he* wasn't the *only* one; there were always plenty who wanted her. (Here Eda and I exchanged glances; we loved Aunt Mabel dearly, and it was delightful to find that her worth was not unappreciated by others.) There *was* Squire Wilson at Willow Farm, and Mr. Dick (he's the celebrated lawyer), and Mr. Wells, and others I don't remember, but I don't believe any were as anxious as poor Mr. Clement; he wouldn't take "no" for an answer. Emma laughed. "Faint heart never won fair lady, you know," said she. But Eda and I were full of pity for those who had lost such a treasure as we felt Aunt Mabel to be. "How often," said Aunt Lena, "I have heard mother say, she might have had her girls all round her, instead of having them scattered here and there over the world. Mabel might have settled down close by with Mr. Clement; Alice might have married almost any of our young men; and the rest of her wayward daughters were disposed of in a manner equally summary and felicitous. Even Minnie, in short frocks and pinafores, was not neglected. I'm sure

she was always sorry her plans were not carried out." Eda and I were very much amused. "She wouldn't have wanted you to live with any one you didn't *love*, would she?" asked Eda, with a curious face of wonder and amazement. "I suppose she didn't think of that, Eda; people didn't read novels so much then, and didn't often marry for love." I looked at Eda, and did not need to see the decided shake of the wise little head to know that *somebody* thought it very wrong to marry for anything else.

"Mother was a favorite too, wasn't she?" asked Eda with a great deal of earnestness. (Not often did any one tell her that which she so longed to hear—tales of her, whose beauty and sweetness were now as a cherished household tradition among us, and who had been for long years "with the dreamless dead quietly sleeping.")

"Yes, Mabel was a *favorite*, but none were like Alice; she was the 'flower of the family.' It isn't often that the prettiest in a family is the best, but *she was*. I never saw any one like her. There was such a charm about her, and it wasn't her beauty only, but something, I cannot tell what, which we all *felt* when with her without *understanding*."

We were silent awhile; Eda's eyes were full of tears, and I was musing of those gentle angelic beings, who are sometimes sent among us to win us from our cold-hearted worldliness, and awaken in us, by their pure and beautiful lives, our divine natures, which, blinded as we are by passion and prejudice, we have trampled under foot, and which lie almost pulseless within us.

"Was she more beautiful than her portrait?" asked Eda, breaking the thoughtful silence. "Indeed she was, for when it was taken, she had been ill a long time, and was thin and pale. It's like her at eighteen. Her complexion was like snow and roses, and her hair (it was never long, but just fell over her shoulders) was so soft and glossy, and she was *so* graceful." "Her blue eyes are *beautiful* in the portrait," said I. "They *were* beautiful, and when she smiled and they lighted up so, she looked almost like an angel." The portrait to which we referred was taken a few years after her marriage, and now hung in a cold, dark room, whither Eda and I used to go to gaze at it; and I often noted, and never without a secret sense of awe, that a strange radiance seemed to stream from that face of marvelous beauty, lighting up the gloom and obscurity around.

"Was mother ever merry like Aunt Mabel?" "No, not so frolicsome, yet always joyous and happy: no one could be unhappy long with her."

"It seems to me grandmother was particularly blest in her children." They laughed. "I suppose most people think the same of *their* grandmothers." Don't *you* think *your* grandmother was particularly favored by fortune in this matter? or perhaps, you think it was a nearer relative. "She must have had a great many lovers," said Emma. "Too many for me to tell you about. They came from far and near: it was like some of the old stories I used to read of the knights and fair ladies."

"How delightful it all was, and how pleased grandmother must have been; I can imagine her chuckling over it." They laughed again. "Aunt Lena tells us nothing about herself. Never mind, we won't ask *you*: somebody'll tell us." But she protested there was nothing to tell.

Speaking of grandmother, I remember when I was spending the summer with her; she said to me one day, looking up over her spectacles, and suspending her knitting a moment, "a gentleman from Boston told me, Eda, that your mother was the handsomest girl he ever saw." She seemed meditating profoundly awhile, then clicking her needles faster than ever, she said in an absent way, "they do say she's the very image of what I was when I was a girl." We had a hearty laugh over this slip of the tongue, but I am certain my good grandmother never dreamed of the close connection of those quiet remarks.

We were subsiding into quietude, when Aunt Lena said, "an incident occurred on the steamboat yesterday which amused me very much. A little girl, with arms and neck uncovered, was running up and down the cabin stairs. Her fond mother presently discovered her, and impressively exclaimed: "Martha! Martha! you'll catch your death-cold, you will, you certainly will. Go right down and put on your cape. You hear what I say? Go directly!" "Don't want to," in a tone expressing the most delightful serenity of mind. "Didn't she want to? well, then, she needn't."

When this had been duly laughed over, and the excessive indulgence of mothers in general commented upon, Eda and I were suddenly impressed by the lateness of the hour, and rose to take leave, with much wonder as to the shortness of the evening. And I thought as I looked at the bright-faced clock, how swiftly and silently time ever passes by us, alike unheeding of our joys and

sorrows, and bearing away forever from the careless and indolent "golden opportunities" and precious hours and moments laden with blessings, while to the earnest seekers after truth and purity it is bringing momentarily fresh stores of knowledge, and filling their hearts with deep abiding happiness, and the "peace that passeth understanding." And I thought, too, that there was, if we would but heed it, a deep meaning in the slow revolving of the tireless finger of the clock. Now pointing downward to the grave, and with solemn warning of the brightness of life saying: "seek not in the fleeting unsatisfying joys of earth for peace and happiness;" then pointing upward in silent but earnest pleading with our earth-bound spirit not to forget the heaven of love and purity to which we may attain, but to strive to keep ourselves "unspotted from the world."

Was not this of what Eda was thinking, as she stood there so quietly by the door, with drooped eyes, and a thoughtful shadow on the grave, gentle face? But she was silent and thoughtful and saying little, but with perfect sympathy in our hearts, we went down the dark stairs, out into the light of the street-lamps, and passed homeward. And thus the evening ended, and if its hours were spent by us idly and wastefully in childish and trifling fancies, while our better feelings lay cold and silent, "what is it to thee? Go thou and do not likewise." BROWNELLE.

INDIAN PROPER NAMES.

Every thing connected with the Aborigines of this country has always possessed a high degree of interest, not only to the philanthropist, but also to the genuine antiquarian; and as the melancholy race is fast passing away, that interest is increasing. Though the efforts of our government to ameliorate their condition can only smoothe their path to the mighty tomb of nations, still these efforts are highly praiseworthy, and will in some measure atone, *if that were possible*, for the wrongs suffered by the red man at the hands of our ancestors. Possessing no written history, unable to trace their origin far back in the dim, shadowy past, they present to the lover of antiquity a subject for speculation and inquiry far surpassing that of the decaying monuments of the Valley of the Nile. Though their language has never been committed to perishable parchment, or frail paper, still it is deeply

impressed upon every mountain top—in every valley—imparts its cognomen to every river; and adds its beautiful significancy to every meandering rill. And these names, mellifluous as if they had belonged to the noble vernacular of Demosthenes, and as finely expressive as if they owed their origin to the Hebrew language, are destined to remain as long as the physical features of the county which they represent shall endure. Many of the most beautiful names of our mountains, rivers, and lakes, are of Indian origin; and their continued use by our citizens indicates not only a feeling of gratitude to the original possessors of the soil, but also a proper appreciation of the appropriate and musical in language.

We have for some time been collecting Indian proper names, with their significations, with reference to a future vocabulary; and venture to present a *few* of them to our readers, hoping that the subject may equally interest them, and that they may be induced to add their contributions to the enterprise. In the names appended it will be seen, that no effort has been made for an alphabetical arrangement:

Horicon—*Clear*, (Lake George.)

Allegheny—*Back-bone*.

Connecticut—*Long River*.

Susquehanna—*Bended Bow*.

Mississippi—*Father of Waters*.

Tippecanoe—*Buffalo Fish*.

Illinois—*A Man*.

Shawnee—*Southern*.

Erie—*Mad*.

Mackinac—*Turtle*.

Skaneateles—*Beautiful Squaw*.

Winnipiseogee—*A Smile of the Great Spirit*.

Canandagua—*Sleeping Beauty*.

Kankakee—*Low Wet Lands*.

Minnehaha—*Laughing Waters*, (a beautiful cascade in Minnesota.)

Irara—*A Laugh*, (the river Sioux.)

Kakakiba—*Severed Rock*, (the Falls of St. Anthony.)

Waukalusa—*Mystery*, (a fathomless Fountain in Florida.)

Patoka—*Logs in the bottom*, (a river in Indiana full of logs in many places.)

• Mendota—*Great Lake*.

Minona—*Fairy Lake*.

Waubesa—*Swan Lake*.

Kegousa—*Fish Lake*.

The last four are the names of the lakes upon which Madison, the Capital of Wisconsin, is located.

Should the above excite any interest, it may be resumed in a future number.

E. P. C.

UPWARD, ONWARD!

Upward, onward! truth is mighty;
Let it be thy being's aim,
To advance the cause of virtue,
Putting sin and vice to shame.

Upward, onward! nerve thy spirit,
With the peerless strength of love;
For each act of truth and virtue
Hath reward in store above.

Upward, onward! for the star-gems,
In their glorious array,
Shine not bright as deeds of mercy
Will in Heaven's eternal day.

Upward, onward! thinking never
How to win an earthly fame,
For the deeds that make immortals,
Shall be traced in lines of flame.

Upward, onward! never heeding
Error's serf or bigot's clan;
Strike the shackles from thy spirit:
Be a hero, be a man!

Upward, onward! blenching never,
In the battle for the right;
And the "King of kings" shall crown thee
With a glorious crown of light.

BENJ. S. PARKER.

THE TEACHER IN PRUSSIA.

I know of no country where the government has done so much to elevate the character and social position of the teacher, as Prussia; consequently none where his calling is so influential and desirable.

This results from several causes, among which, one of the most prominent is, *the great care taken to exclude all that are unfit for, or unworthy of, the great trust to be committed to them.*

Recognizing and acting upon the great principle, that *it is better to be without teachers altogether, than to commit the instruction of children to men of narrow minds, corrupt morals, and beggarly acquirements*, Prussia has aimed at, and succeeded in securing, for her Public Schools, a body of educated, refined, moral, and learned men, 30,000 in number, who have, in turn, by their laborious efforts, placed her beyond the reach of rivalry from the other nations of the earth, in respect of liberal, national education. There, no one can teach without a diploma, i. e., without having spent from two to three years in special preparation for the business of instruction, in some one of the forty Normal Schools scattered throughout every province of the kingdom; or without undergoing a satisfactory examination in the same branches, and at the same time, as those who have passed through the Normal School course.

To secure admission to those schools of special training, the applicant must be eighteen years of age, of irreproachable moral character, free from all chronic or constitutional disease, have distinguished himself in the Primary Schools, and reached a higher point in intellectual attainment than almost any of our teachers who have already entered upon the duties of the school-room, and whose education is considered complete.

To obtain a diploma, the candidate must pass a strict and thorough examination in respect to both his moral and intellectual qualifications. This examination is conducted by learned and impartial men, among whom are the Professors of the College in which he has been educated, one of the Educational Magistrates of his native county, and the applicant's own Religious Minister. If the examination is satisfactory, and evidence is given of the probability of being able to succeed in his profession, he receives a diploma marked 1, 2, or 3, according to the nature of the examination, the first of which alone entitles him to perform the duties

of his profession without farther scrutiny; while, with a diploma of the other grades, he is appointed to a school for two or three years, after which, he is obliged to return to the Normal College, and submit to another examination.

But, while the doors to the teacher's profession are so carefully guarded, they are *open to all that are worthy*, without regard to rank or wealth. The poorest peasant's and the richest nobleman's son, stand alike on merit. Education in the Normal Schools is gratuitous, and almost the entire expenses of the student are defrayed from the funds of the Institution. All that is asked is, that he pay for his own clothes, and £3 per annum; and when he is too poor to do this, it is done for him.

These advantages, too, are brought to his very door; for there are five or six Normal Colleges in every province, and always one but more frequently two or more in every county. Thus, he is not compelled to go far from home, and run the risk of acquiring tastes and habits which would unfit him, in a measure, for the duties he is often called upon to perform in his own humble sphere.

At some future time, I may mention other causes which, in connection with the one already dwelt upon, has tended to elevate the profession of the teacher in Prussia—information which may be useful to us all, and for which I am indebted to "Barnard's National Education in Europe."

C. B.

TESTIMONY OF HORACE MANN.—"It is impossible," observes Horace Mann, in his masterly exposition of this system, in his Tenth Annual Report, "for us adequately to conceive the boldness of the measure which thus aimed at Universal Education, through the establishment of Free Schools. As a fact, it had no precedent in the world's history; and as a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshaled against any other institution of human origin. But time has ratified its soundness. Two centuries of successful operation now proclaim it to be as wise as it was courageous, and as beneficent as it was disinterested. Every community in the civilized world awards it the meed of praise; and states at home, and nations abroad, in the order of their intelligence, are copying the bright example. What we call the enlightened nations of Christendom, are approaching, by slow degrees, to the moral elevation which our ancestors reached at a single bound; and the tardy convictions of the one have been assimilating, through a period of two centuries, to the intuitions of the other."

SELF-PRAISE OF GENIUS.

Self-love is a principle of action, but among no class of human beings has nature so profusely distributed this principle of life and action as through the whole sensitive family of genius. It reaches even to a feminine susceptibility.

"When I am dead, you will not soon meet with another *John Hunter*," said the great anatomist to one of his friends. An apology is formed by his biographer for relating the fact, but the weakness is only in the apology. When *Hogarth* was engaged in his work of the *Marriage a-la-Mode*, he said to Reynolds, "I shall very soon gratify the world with such a sight as they have never seen equalled." "One of his foibles," says Northcote, "it is well known, was the excessively high opinion he had of himself." Was it a foible in Hogarth to cast the glove when he always more than redeemed his pledge?

Kepler, amidst his sublime discoveries, looks down like a superior being on other men. He breaks forth in glorious and daring egotism; "I dare insult mankind by confessing that I am he who has turned science to advantage. If I am pardoned, I shall rejoice; if blamed, I shall endure it. The die is cast; I have written this book, and whether it be read by posterity or by my contemporaries is of no consequence; it may well wait for a reader during one century, when God himself during six thousand years has not sent an observer like me." He truly predicts that his discoveries would be verified in succeeding ages; and prefers his own glory to the possession of the electorate of Saxony. It was this solitary majesty, this anticipation of future fame, that hovered around the Bacons and Newtons, the Miltons and Shakspeares.

There is an admirable essay in Plutarch, "on the manner by which we may praise ourselves without exciting envy in others." He considers self-praise as a kind of illustrious impudence; he compares those eulogists of themselves to famished persons, who, finding no other food, in their rage have eaten their own flesh, and thus nourished themselves by their own substance.

An author seems sometimes to occupy the situation of a person in high office; and these may be occasions when with a noble consciousness of his own powers he may be permitted to assert and maintain his claims.

Milton, in the opening of that truly wonderful poem, the "*Paradise Lost*," says "Sing O! Muse—that with no *middle* flight in-

tends to soar *above* the Aonian Mount," and truly his muse *does* soar above the "Seat of the Muses," and seems at home among the super human scenes, which he portrays. The self praise of Buffon equalled his genius; he said of the great geniuses of modern ages, "there were not more than five: Newton, Bacon, Leibnitz, Montesque, and myself." With this spirit he conceived and terminated his great works, and sat in patient meditation at his task, till, all Europe, even in a state of war, bowed to the modern Pliny.

An author is more sensible of his own merits, as he also is of his own labor, while he is much less sensible to his own defects than most of his readers. The author not only comprehends his merits better, because they have passed through a long process in his mind, but he is familiar with every part, while the reader has but a vague notion of the whole.

A. K. SLADE.

In our June Number we noticed the death of Mr. Tillinghast, formerly of the Bridgewater Normal School. In a late number of the *Massachusetts Teacher* there is a sketch of his life and character, from which we make the following extract: Ed.

As a teacher, Mr. Tillinghast had many striking characteristics. In the first place, he acquired a power over his pupils—men and women—that, we think, is seldom attained. To mere lookers-on, it appeared like a sort of fascination, and even to the subjects of it, the pupils themselves, it was often a mystery. For he used none of the arts commonly practised to secure the good opinion and confidence of men. On the contrary, his manner towards those who were not more or less familiar with him, was sometimes thought to be cold, distant, reserved. Even the intercourse between him and his pupils was far from being of that free and easy kind which often renders school so pleasant. And yet we venture to say that the instances are very few, in which a teacher is so earnestly, and at the same time so universally beloved by his pupils, as was Mr. Tillinghast; and, we may add, a happy man is he that is so. The true secret of all this power of his over his pupils, which enabled him to mould their characters, in a great measure, to the pattern of his own, and of the remarkable affection which they entertained towards him—the secret of all this lay in his personal character,

in that quiet but unflinching devotion to principle, that heroic and *real* abnegation of self, which, to those who knew him intimately, appeared as the ruling trait of his moral nature. His words were few, but weighty with wisdom; and yet, not so much for what he said, as for what he *was*, did he exercise so positive, so salutary, and so extended an influence.

His intellectual processes were characterized by thoroughness and accuracy. He looked to the foundation of every truth, and delighted in tracing out as many as possible of the relations of every principle and every fact. His examination of a scholar in recitation was most searching, turning up as it were from the profoundest recesses of the mind, every error, every false notion, and exposing every illogical process. He had a peculiar skill in discovering an error in a mathematical process. Even in a long operation, involving many subordinate ones, and requiring a large amount of written work, Mr. T. could, almost in an instant, discover any mistake, wherever it might lurk among the wilderness of figures and symbols. A man possessing such mental qualities could hardly fail to strike out for himself many new methods, and to awaken a desire for original investigation in his pupils. We find, accordingly, that self-reliance in respect to their mental processes was a lesson almost universally learned by those who, for any length of time, enjoyed the benefit of his instructions.

It ought to be stated, in this connection, that he had very little pride of intellect. Upon himself and his work, he placed an exceedingly modest estimate. Many years since, a person, willing perhaps to create a little feud between Mr. T. and another gentleman, said to the former, in a very confidential way, "Mr. E. says that you are very little of a mathematician." "That is so correct an opinion," was the answer, "that I see no cause either for comment, or for withholding my confidence from Mr. E." Indeed, so earnest was he in his great work of improving the instruction imparted in the schools, that he had neither time nor mental energy left for complacently surveying what he had already accomplished. "Forgetting those things which were behind, and reaching forth unto those things which were before, he pressed toward the mark for the prize of the high calling," wherewith he felt that he had been called.

One of the humble, but exceedingly appropriate virtues which he took much care to cultivate, was that of punctuality. The habit of punctuality and regularity had no doubt been strength-

ened in him by his experience in the army. But aside from this he was punctual and regular from principle. Only once, we think, during the thirteen years that he was at the head of the Bridge-water School, was he late, and that once, no one who was a pupil at the time will soon forget. So remarkable a thing was it for Mr. Tillinghast not to be at his post at the moment for beginning the exercises, that it was thought he must be prostrated by sickness, and a committee was appointed to proceed to his house and ascertain the facts. This committee found him quietly walking his parlor, awaiting, as he supposed, the hour for opening the school. He had just examined his watch, and although that really indicated the correct time, yet, by some strange mental hallucination, he supposed he had half an hour to spare.

Another striking trait in his character as a teacher, was his strong aversion to anything like display in the school-room. So much was he influenced by this feeling, that it has been frequently said, that his public examinations were much less interesting than his ordinary recitations. This is a characteristic that we should like to meet more frequently in the schools. The fondness for display, on the part of the teacher—the absorbing desire to make as favorable an impression as possible upon visitors, is exceedingly pernicious in its influence upon the pupils. How much nobler would it be, could it be said of each of us, as it can with undoubted truth of the subject of this notice, that *he never showed for more than he really was!*

We think it may be said that he has exerted a powerful influence upon the schools of our Commonwealth, for their elevation and improvement. This has been accomplished directly, by what his pupils, carrying into their respective fields of labor the new life which his teachings inspired, have themselves done; and indirectly, by the influence which, through the power of the same life, they have exerted upon others. For nowhere has Mr. T's power been more perceptible, than in transforming, as it were, the very souls of his pupils, giving them new views of life and of its purposes, and bringing them up to his own plane of existence. That his earnestness of purpose, his noble spirit of self-sacrifice, may be more and more diffused among teachers, must be the prayer of every true friend of education.

To show something of Mr. Tillinghast's character as a man, we make an extract from a letter from one of his most intimate friends:—"His friendship was never exacting, but always liberal;

when his friends most needed him, then appeared he most friendly. His friends did not become such at once, but having become his friends they could not fail to remain so. With his intimate friends, his conversation was without reserve. He was fond of wit, and at times, was himself very jocose. His witty sayings and amusing conundrums are treasured in the memory of ourselves and our children. He thought humbly of himself, and yet highly estimated the gratitude and appreciation of others, especially of those who had been his pupils.

"He was a profound student of the Scriptures of the Old and New Testaments, and I know of no one whose appreciation of these was more discriminating; or who in his oral readings from them was more interesting and impressive. Without superstition, he was reverential; liberal in his sentiments, he was devout in his life. Thorough in his analysis of opinions, and careful in their formation, he was fearless and decided in his assertion and maintenance of them. The freedom he claimed for himself, he freely awarded to others. But why amplify? In a word, his standard for the true man was most exalted, and it was his aim to embody in his life his noblest conceptions. His conviction that he was not able fully to reach the point to which he aspired, never for a moment damped his ardor in striving for it. In view of what he was, and what he accomplished, how applicable to him is the inscription that speaks so eloquently of the designer of the great Protestant Cathedral—'*Si Monumentum quæris, circumspice.*'"

THERE is often a very great error committed in allowing any of the exercises of the school to proceed while the order is in any degree below the proper standard. Let every teacher, on the first day and first hour, and on all succeeding hours and days, see that there is just the right standard of quiet and order before any exercise is commenced, and let any and every exercise be promptly and entirely suspended unless this standard is maintained. But, how long should the teacher wait for quiet to be restored? The spirit of our advice on this point may be gathered from the following reply of an Eastern Railroad Superintendent to the conductor of a train: "How long shall I wait at ——— station for the *up* train?" "*Wait, sir, until the axletrees of your car-wheels have rusted off; then get a new supply, and wait till they rust off.*" So,

let the teacher wait until the solid walls of his school-room shall crumble to decay, before proceeding with any sort of exercises in a disorderly school. Neither reading nor spelling, algebra nor philosophy, are matters of such infinite consequence that they are to be taught at the expense of martyrdom of every thing else valuable. But we have one method to suggest, by way of securing and maintaining this order, and we then dismiss the topic. It is the imperative, never-ceasing duty of the teacher to provide every child with *something to do*. All of the study-hours of each class, with the *specific time* set for the preparation of each lesson, should be most carefully and judiciously arranged by each teacher. It is idle to expect that the simple announcement of a lesson to young children will be sufficient to insure its proper proportion of attention, in comparison with, and in connection with, all other duties and lessons. It is, indeed, scarcely safe to leave this to the option of the older pupils in any school. If not absolutely required, the practice should be very strongly recommended, to the most mature students, to have *fixed hours* for preparation for each recitation. With all the younger pupils, we regard this, in connection with what has been previously said respecting communications, as a sort of *starting-point* to future success.—*Ohio Journal of Education*.

SCHOOL SONG—BIRDS AND ROSES.

TUNE—"Susannah."

Last Spring, two loving little birds
Built in our white rose-tree;
And through the livelong Summer
They sang sweet songs for me.
And soon some tiny little ones
Came from each pretty shell;
And so, till chilly Autumn came,
I loved them all, full well.

Then my birdlings
Wandered far away!
Why, Oh! why could not my birds,
My pretty darlings stay?

And, mother dear, you know you gave
The rose-tree all to me;
And happy was I, mother,
Its snow-white flowers to see.

I watched each little opening bud
 Until the last had blown;
 But when I sought for them to-day,
 I found they all had gone.

For my roses
 Withered all away!
 Why, Oh! why could not my flowers,
 My pretty roses stay!

"My child! my child," the mother said,
 "Within our Heavenly home,
 No thing we love shall perish,
 No chilly Autumn come!
 And brighter flowers may blossom there,
 And gentler birds for thee
 May sing; and thou, an angel fair,
 As blithe as they, shalt be!

There, my darling,
 Through an endless day,
 Thou among unfading joys
 Forever more shalt stay!"

M. B. C. S;

SCHOOL SONG—THE SEASONS.

TUNE.—"Away for the Country."

Oh! will you come and listen while our youthful voices sing
 The praises of the Spring-time, the blithe and happy Spring?
 When violets are coming and the blue-birds hasten home—
 Oh! all the world is joyful when the merry Spring has come.
 When the merry Spring has come, dear friends,
 When the merry Spring has come,
 Oh! all the world is joyful when the merry Spring has come.

And hearken while we're singing in the praise of Summer time,
 When all that Spring had promised stands in full and perfect prime;
 And golden streams of beauty flood the sky, and land, and sea;—
 Ah! Summer is the fairest and the dearest time for me!
 And the dearest time for me, dear friends,
 And the dearest time for me,—
 Ah! Summer is the fairest and the dearest time for me.

We sing of glowing Autumn, when the Summer's work is done,
 And fruits in shining beauty are smiling in the sun,
 When ripened grain is waving, and on the breezes come
 The shouts of merry reapers as they bear the harvest home.

As they bear the harvest home, dear friends,
 As they bear the harvest home,—
 The shouts of merry reapers as they bear the harvest home.

Once more we raise our voices: will you listen, now, to hear
 About the silent season that comes closing up the year?
 When Earth calls back the flowers to slumber on her breast,—
 Oh! Winter is the season for the Earth to take her rest.
 For the Earth to take her rest, dear friends,
 For the Earth to take her rest;
 Oh! Winter is the season for the Earth to take her rest.

Our Life is in its Spring-time, but our Spring will swiftly fly;
 Our Life will have its Summer, and that, too, will hasten by.
 Oh! may our Autumn witness such a golden harvest home,
 That we may rest in Heaven when our Father bids us come!
 When our Father bids us come, dear friends,
 When our Father bids us come,—
 That we may rest in Heaven when our Father bids us come.

M. B. C. S.

EDITORIAL MISCELLANY.

EDUCATIONAL INTELLIGENCE.—We have heard from many of our teachers who purpose attending the Convention at Lafayette, and we anticipate a good meeting. For ourselves, we are now writing this where the cool breezes from the Atlantic are fanning us, but we would not on any account miss the gathering at Lafayette. This number will reach our Indiana teachers before the 20th, and we hope that all will feel the necessity of sustaining by their presence and influence the meetings of our Association. We must put matters, in train at least, to extend the circulation of our *Journal*. We must send it throughout our State. It cannot be expected that this will be done without effort. We must discuss the subject of an agency. Our brothers of Illinois are taking measure to place their *Journal* in every school district in the State. This has been done in Wisconsin. We can do it here. Mr. Wilkins, the agent for the Illinois Teacher, in connection with his agency, holds educational meetings, lectures, visits schools, obtains statistics, and is doing much towards concentrating and combining the educational influences of the State.

We have received a work entitled, "Thoughts about St. Louis." It is illustrated with cuts of the most important Public Buildings. One of the most interesting of these is the High School, as it shows an interest in Education and a liberality which is honorable to the city. This building is 80 feet front by 104 deep; four stories high, the lower one being finished as a lecture-room. The building is 70 feet high, built in the most substantial manner. Special

pains have been taken to make it an ornament to the city, and also to perfectly adapt it to the purpose for which it is designed. It is heated by furnaces, possesses every modern improvement, and is in every respect regarded as a model school-house.

We see by one of our papers, that it is claimed that Indianapolis is this year erecting more buildings than St. Louis, and that in proportion to its size it is growing faster than any other western city. It would be a cause of congratulation to the educational men of the State, if we could say that in her school-houses, she is emulating her sister and rival cities, Cleveland, Toledo, Chicago, and St. Louis. There is no greater element of prosperity in any city than her schools—her free schools. This is the first question asked by those whose residence among us is most to be desired: "How are the Schools," and no better investment of money can be made than in erecting school-houses, in which our citizens feel a pride. The High School at St. Louis with its tower a hundred feet in height, is a beacon, whose light will be seen wherever the name of St. Louis is heard, guiding thither the wisdom and the wealth of the intelligent and virtuous. A city which takes care of its children deserves to prosper, and it will.

PARIS, ILLINOIS, Aug. 3, 1856.

DEAR JOURNAL:—Being delayed a few days by business, and while waiting for its accomplishment, I have concluded to address you a line, trusting that the educational interests of your readers are not confined by the geographical limits of our State.

This place is situated on the line of the Terre Haute & Alton Railroad, about twenty miles west of the former place. Its location is very fine, being upon a converging point of the "Grand Prairie." The town is bounded on the north and the south by dense skirtings of woodland, which gradually widen, until they are lost in the distance; while to the west stretches, in boundless magnificence and beauty, the great prairie. Paris numbers some fifteen hundred inhabitants, and is really a flourishing place. There is much taste displayed in many of the private residences, embowered, as they are, amid beautiful, little groves, the original productions of nature's liberal hand. Among their public edifices may be mentioned a Presbyterian and a Methodist Church, which for architectural taste and beauty of finish are not equaled, even in the Hoosier Capital.

Paris has long enjoyed educational facilities of a high character under successive teachers, superior in their qualifications and success. Now, there seems to be a strong disposition to take one step in advance, and inaugurate the "graded system." This will include the erection of a suitable building for the purpose, which is freely spoken of. Should Paris do this, it will constitute a very appropriate capping stone to her former energetic educational efforts.

I have seen here for the first time the *Illinois Teacher*; and am much pleased with it, both in regard to its appearance and its contents. With such a coadjutor, I see not how Illinois can easily fail in the great educational contest which she has undertaken. They have employed an agent to promote the circulation of their Journal, as well as to lecture upon free schools and their improvements. This will, no doubt, prove an efficient agency; and if

well managed, can scarcely fail to accomplish its purpose. I trust that we may at home be enabled to follow this example set us by our Illinois neighbors.

The Executive Committee of their State Association has just closed its session at Bloomington. They convened for the purpose of deliberating upon some important reforms, necessary to be superinduced upon their school system. These reforms are to be pressed upon the attention of the Legislature at its approaching session.

The school system of this State is quite cumbrous in its nature, slow in its movements, and greatly lacks the simplicity and efficiency of our own. I hope they may be enabled to copy after their Hoosier neighbors.

Adieu,

E. P. C.

The following Circular was prepared to be sent to the County Auditors previous to a tour of County visitation into the Southern part of the State:

DEPARTMENT OF PUBLIC INSTRUCTION, }
Indianapolis, May 22d, 1856. }

To the County Auditors:

GENTLEMEN:—You will receive through the Secretary of State, in boxes directed to your county clerks, the following books, one copy of which is intended for each of your township libraries, which you will please deliver to the clerks of your several townships, viz: Legislative Documentary Journal, Acts of the General Assembly of 1855, and Pennsylvania School Architecture. Please request said clerks to have the aforesaid volumes numbered in their numerical order on the list of their respective libraries, and also furnish them with a copy of my last Report and the Revised School Law for the permanent use and reference of the Township Board; and distribute the other copies of said report to school officers, County Examiners especially, and other friends of education as you may have opportunity. Put them into circulation among the people at an early date.

Yours, truly,

CALEB MILLS, *Superintendent.*

On my return, after an eight weeks absence, I found that the boxes had just been sent. This delay, much to my surprise and no small vexation of the school officers and of the friends of Education, was occasioned by no fault in this or the Secretary's department, but was caused by an unforeseen hindrance in the preparation of one of the volumes of Porter's Indiana Reports.

The above circular will apprise the citizens of the fact that they may now have access to the aforesaid documents and Editorial works in their several Townships.

It may also be a matter of interesting information to the friends of the cause to know that the suit commenced by Springfield township, Franklin county, to test the constitutionality of the provision of the Revised School Law of 1855, to equalize with the common funds the inequalities of the special funds, with due regard to the *proviso* of Section 101, Revised School Law, has been decided by the Supreme Court in favor of the constitutionality of said statute. We now have stable ground on which to proceed, and ample margin and incentives for improvement.

Editors of Indiana will confer a favor on many of their patrons by copying this article in their journals, as well as greatly oblige the undersigned.

CALEB MILLS,

Superintendent of Public Instruction.

SCHOOL FURNITURE.—We neglected in the last number to call attention to the school furniture establishment of Mr. Thomas Kelsall of Cincinnati; and embrace the first opportunity to rectify our oversight. His advertisement will be found on the second page of our cover. He has been very successful in the manufacturing of superior furniture for schools, embracing one desirable advantage over many other kinds—a facility of transportation by taking the various articles apart. This fact will recommend his work to those residing at a distance. It will also be seen, that he furnishes castings and ink fountains to those preferring to manufacture their furniture themselves. We cheerfully invite attention to his appliances for meeting the wants of our schools.

E. P. C.

MR. EDITOR:—In one of the previous numbers of the Journal, I observed a philosophical question which I have never seen answered. I send you the following solution which appears satisfactory to me.

The problem reads as follows: "Within a pail partially filled with water was placed a tin cup, also partially filled with water. The water in the pail was frozen while that in the cup remained unfrozen."

SOLUTION.—The bottom of the cup came in contact with the water under the ice, and this being above the freezing point, communicated its temperature to the cup, and this in turn to the water within the cup, which was thus kept from freezing.

Respectfully Yours,

W. M. H.

SCHOOL FURNITURE.—We with pleasure call the attention of School Trustees and other friends of education to the advertisement of Mr. Joseph L. Ross, Manufacturer of School Furniture, Boston, Massachusetts. His stock embraces all the latest styles and improvements in the furnishing department of schools. Mr. Ross was among the first that entered this branch of business, and has steadily improved his furniture, so as, perhaps, to leave but little if anything to be desired in the way of durability or beauty of finish. We have been in his manufactory, and have also seen his furniture in some of the best schools in the country, and therefore speak from experience. We hope that those furnishing school-houses will not fail to avail themselves of the facilities tendered by Mr. Ross' establishment, as we feel persuaded that they will find his work all that they can desire.

E. P. C.

We left Indianapolis before the issue of our last number, to enjoy a short season of rest and recreation among the hills and on the sea-shore of New England, and we trust our readers will excuse the errors which they may observe in the *Journal* for July. Some of the more prominent errata are, the taking a short notice of the *Indiana School Journal* by Mr. Parker from its proper position on page 221, and placing it directly after the notice of the meeting in Missouri; and the use of "Perfections" for "Perceptions" on page 210, under the head of "Moral Teachings;" also, "Educatiorial" for "Educational" on page 204, under the head of "School Examiners."

SAYINGS OF THE LITTLE ONES.—A little girl of our acquaintance some three or four years old, removed with her parents to a new home where there was a beautiful bower shaded with trees. The little one was congratulated.

lating herself on the possession of such a beautiful playground, when her mother remarked that it was not theirs—that it belonged to some one else. The little head dropped, and a shade passed over the little face; but instantly brightening up, she said, “but the *prettiness* of it is ours, Mother.”

The Tribune mentions a little boy of four years, who in the absence of his father from breakfast one morning, said grace in a very becoming and reverential manner. At dinner his mother requested him to do so again. But shaking his head very soberly he replied: “No. I don’t like the looks of them taters.”

A little girl we wot of, not yet far advanced in her third year, has gathered into the little pin-cushion of her memory some remarkable sharp ideas of “propriety” in language and conduct. Having, for instance, learned from the conversation of older and less innocent people, that *legs* are out of fashion, and that it is more elegant to say *limbs*, she is amusingly scrupulous in her observancy of all such nice distinctions; and the way she reproved her elder sister the other day, is worthy to be recorded in the Knickerbocker’s annals of infantine “table talk.” They have an Aunt Isabella, whom the sister, aged six, calls “Auntie Bellie.”

“You shouldn’t thy *Auntie Bellie*,” lisped the little three-year-old; “you should thy *Auntie Thimack*!”

EDITORIAL NOTES.

The first object of interest which we have met in our summer jaunt was the Ohio State Teachers’ Association. This influential educational body held its sixteenth meeting in Mansfield, July 2nd and 3rd. Mansfield is a beautiful town of about five thousand inhabitants, and is situated on the railroad leading from Crestline to Pittsburgh, thirteen miles from the former place. The first address was by the President, the Rev. Anson Smyth. This address we did not hear, and therefore, are not able to give the subject. The second address was by the Rev. Mr. Bittinger, of Cleveland. His subject was “*The Will as an Educational Power*,” and was ably discussed. The third address was by Dr. Hitchcock, President of the Western Reserve College. The composition of this address which was on the “*Complete Man*,” was very creditable, but the elocution was sadly defective. The fourth address was by the Rev. Thos. Hill, of Waltham, Mass. His subject was “*The Method of Teaching Children to Read*.” He discussed four methods, viz.: The Alphabetic, Mrs. Horace Mann’s, William D. Swan’s, and the Phonetic. He greatly preferred Mrs. Mann’s Method (which is what we call the *Word Method*) to the Alphabetic Method. Mr. Swan’s Method he considered better still, but the Phonetic Method the best of all. Mr. Hill is a man who is decidedly conservative, and came to the above conclusion by seeing the method thoroughly tested. He is chairman of the school committee of Waltham, and has had ample opportunity to form an accurate opinion in reference to the actual workings of the Phonetic Method, it having been used for the last eight years in the sixteen public schools of that place.

There was more business than usual transacted at this meeting considering the fact that it was a semi-annual meeting.

The citizens of Mansfield showed their respect for the teachers of Ohio by giving them, on the evening of the 3rd, a splendid entertainment in the grove of the Congregational Church. The grove was lighted by transparencies with mottoed sides, and by lamps placed in the church windows.

Over the gateway was placed the sentence, "Welcome, to the teachers of Ohio!" We will give some of the mottoes which adorned the transparencies: "THE STATE OF OHIO!! *We are proud of her name, we will cherish her fame.*" "THE LADY TEACHERS—*They teach us our A, B, C's first and our P's and Q's afterwards.*" "*Away from your homes though in the midst of your friends.*" "FREE MEN. FREE SPEECH FREE SOIL. FREE SCHOOLS." "*It matters not how long you live, but how well.*" "*The three R's: Reading, 'Riting, 'Rithmetic.*" I might give a dozen others, but it is not necessary. After we had promenaded for some time we lemonaded. We obtained the lemonade in the following manner: The crowd, which consisted of four or five hundred, formed in ranks on the north side of the church where the grove was, and marched round the front of the church to the south door of the basement, and as we passed through the basement to the north side again each soldier received his rations, which consisted of a plate of cakes and candies, a saucer of ice-cream, and a glass of lemonade. After these had been disposed of, toasts were read at one stand and responded to at another, where they were also re-read. The responses were generally of a sober character. The Rev. Mr. Walker who re-read the toasts, in reading: "Free Men. Free Speech. Free Schools," appended "and Fre—" sitting down and leaving each one to supply the omission for himself. It created a great deal of merriment.

The re-union of teachers at Mansfield will long be remembered by those who participated in it. We hope the time will soon come when the citizens of Indiana will thus welcome the teachers of the Hoosier State.

These notes have been written near the residence of Jas. Buchanan. We mention the fact for the benefit of antiquarians. W. D. H.

PERSONAL.

Dr. A. D. Lord, Superintendent of the Public Schools in Columbus, Ohio, has been appointed Superintendent of the Ohio Institution for the Education of the Blind, and entered upon his duties the first of July last.

Rev. Anson Smyth, Editor of the "Ohio Journal of Education," has received the Republican nomination for State School Commissioner in Ohio. We saw friend Smyth in the schools of Toledo during a somewhat extended trip through the schools of the West, and we have seen him as Editor of the "Ohio Journal of Education," and we feel very certain that if we were a citizen of Ohio, Republican, Democrat, or American, Mr. Smyth would have our vote for School Commissioner.

W. H. Powell, Esq., the Teachers' choice for State Superintendent was endorsed by the Republicans of Illinois in their late Convention at Bloomington. This is as it should be. The Teachers and Educational men of the State should have their wishes regarded in the choice of Superintendent of Schools. It is an office that should be kept clear of politics.

TEACHERS' INSTITUTES.—The Editor of the "New York Teacher," in a letter to Mr. Hovey of the "Illinois Teacher," thus speaks of Institutes:

"You have a young State. Organize Institutes instead of Associations, and have an annual or semi-annual drill. Get what State aid you can; place a copy of your *Teacher* in every teacher's hands, and another in every school board; add the other educational journals when you can; keep closely organized; and in five years, you will have the best schools, the best school system, and best paid teachers of any State in the Union."

If this advice is good for Illinois, it is equally so for Indiana.

WHAT IS THE MATTER WITH THE MAILS.—We frequently receive complaints from subscribers of irregularity in the arrival of the "Journal." We wish any of our subscribers who fail to receive their copies would notify us immediately. We exercise the utmost care in sending promptly each number, and feel sure that the fault is not with us. We are so often victimized ourselves, that we have less hesitation in laying the blame on Uncle Sam.

A letter from one of our associates dated February 22, came to hand the last of April. Two or three communications from the Southern part of the State sent some months ago have not arrived yet. Our exchanges are very irregular. We do not get more than half the numbers of the South-western Journal. The Ohio Journal is minus two numbers. The Illinois Teacher for June we have not received. Only three numbers of the Massachusetts Teacher have reached us. We might extend our list, but this is sufficient. We cannot afford to be without our exchanges, neither can our *School Journal*; and if any portion of the fault rests with the aforesaid exchanges, we beg them to be more careful, and if any of our subscribers fail of receiving their Journal, please let us know and it shall be attended to at once.

BOOK NOTICES.

SARGENT'S READERS.—We have received from Messrs. PHILLIPS, SAMPSON & Co., of Boston, a set of Readers by EPES SARGENT. We have never tested these books in the school-room, (an admission, by-the-by, which we trust we shall not long be able to make,) but we have given them a thorough, careful examination, and find in them so much to admire that we must give them a somewhat extended notice. The first of the Series, the Primer, has not yet been published, but will be out soon. We examined the proof sheets, and were favorably impressed. It commences with simple words, selecting such as will afford the greatest number of combinations, and after this word exercise comes the Alphabet. This arrangement seems to us a natural one.

A child can much more easily remember the word, dog or cow, or the name of any familiar object, than he can the names of letters, for these latter are not associated in his mind with any idea. Of other parts of the book we can not speak, as we had but a moment's time to examine the proof sheets. The number in the Series already published is five. Number One is very prettily illustrated; its stories are simple but interesting; most of them explain a preceding picture. The syllables of the words are separated by a space similar but not so great as that between the words. It is difficult to make suitable stories for children just beginning to read, and some of these fail in this respect, but we think it compares very favorably with any first reader we have seen.

Number Two pleases us very much indeed. Its stories are just the thing for the little ones. There are very few poor and unsuitable pieces in the whole book. Interesting stories, conversations, pretty poems, with suitable exercises on the elementary sounds, make the book an excellent one for our Primary schools. In Number Three we find more tameness than we like to see. There are many good selections, but too many of the simple narrative or historical style. We may be mistaken, but it seems to us that children of the age of those for whom this book is designed require reading of a more spirited character.

In Number Four we find something of the same fault which we remarked in Number Three with however a sprinkling of a stronger element, which relieves it in a good degree. The highest one of the Series is the best, if perhaps we except the Number Two. The selections are short and have all that variety of character which is necessary in a reading book for more advanced classes. We think a more copious selection from Shakespeare would however improve the book. On the whole, we know of no series of readers which impresses us more favorably than this of Sargent's, and we recommend teachers and trustees, who contemplate a change, to give these books a trial. Teachers who have tried them speak highly of their merits.

GLEANINGS FROM THE POETS—for Home and School: Selected by the author of "Theory of Teaching." A new edition, enlarged. Published by Crosby, Nichols & Co., 111 Washington Street, Boston.

A collection of poems for all ages and tastes, from a "Lullaby on an Infant Chief" and "Going into Breeches," to Coleridge's "Ancient Mariner." In this collection we find gems from nearly all our Poets. Burns, Southey, Moore, Milton, Wordsworth, Gray, Longfellow, Bryant, and all the host of English and American Poets, find a place here, and so far as our own favorites are concerned, the selections seem to us in good taste.

We have also received from Crosby, Nichols & Co., of Boston, a work entitled "French Translation Self-Taught, or First Book on French Translation." (On the Talbot System.) By Guillaume H. Talbot.

Also, from the same publishers, a collection of songs entitled "The School Hymn Book for Normal, High, and Grammar Schools."

Most of the matter for the present Number has been arranged by the Resident Editor while in New England. This will account to correspondents and those who may have sent New Books for notice for any apparent neglect. Their matters will be attended to in time for the next Number.

VIBRATIONS OF THE EARTH.—Professor Mitchell, in a recent lecture, describing the gradual tendency of the earth's orbit to assume the circular form, said its short diameter was gradually lengthening, and would continue so to expand until it should become perfectly circular, when it would again contract to its original shape and dimensions. And so the earth would vibrate periodically, and these periods were measured by millions upon millions of years. "Thus," says Professor Mitchell, "the earth will continue to swing back and forth, and to and fro, in the heavens, like a great pendulum pealing the *seconds* of eternity."

SEMI-ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION.

At Lafayette, August 19, 20, and 21, 1856.

We give below, the Order of Exercises:

Tuesday Evening, August 19.—Opening Address by C. Barnes, President of the Association.

Wednesday, A. M.—Business, Resolutions, and Report by J. Hurty, Esq., of Richmond, on Duties of the Association in reference to Educational Progress.

Wednesday, P. M.—Report on Phonetics by Committee appointed at last meeting. Mr. Bishop, of Hanover, Chairman.

Address by R. T. Brown, M. D., of Crawfordsville. Subject: Physical Education, or the Relations of the Outer and Inner Man.

Wednesday Evening.—Address by Hon. J. R. M. Bryant, of Williamsport.

Thursday, A. M.—Business, and a Poem by E. E. Edwards, Esq., of Centreville.

Thursday, P. M.—Report by J. M. McLane, Esq., of Madison, on Teachers' Institutes.

Thursday Evening.—Social Meeting.

The Madison R. R. Co. will return Members of the Association who pay full fare on their road going, free of charge. It is very probable that other roads will enter into the same arrangement.

Let every teacher be present. Ample provision will be made for the entertainment of all who attend. A committee will be in waiting at the Central School-house, to which place all will please repair on their arrival.

THE
Indiana School Journal.

VOL. I. INDIANAPOLIS, SEPTEMBER, 1856. NO. 9.

THE PROPRIETY OF AWARDING PRIZES AS AN
INDUCEMENT TO STUDY AND GOOD DEPORTMENT.

BY MISS. L. P. ALVERSON.

An Essay read at the Wayne County Teachers' Association.

The subject to be considered has long engaged the attention of teachers and educational men, and has been seriously questioned, notwithstanding the general practice of teachers has been in its favor. Not only in school, but in very many departments of society, have prizes been offered and awarded. In agriculture, in manufactures, in the fine arts, and in horticulture, in almost every State in our Union, and in many counties, prizes are annually awarded for the best specimens.

The World's Fair in London, the same in New York, and more recently in France, have held out large inducements by prizes to artisans of every class to tax their highest efforts and skill. That much benefit accrues to the world in consequence of these exhibitions, there is but little doubt. Many useful inventions are made in consequence of them, and others already existing are made public.

It is possible, that some individual benefit may have resulted from giving prizes to pupils in school. The dull may have been excited, the lazy aroused to energetic action, in consequence of inducements offered in prizes, and pupils thereby have learned their own strength, and found a pleasure in study which before they knew not of.

But the question should not rest upon *individual good*, but whether the greatest possible good to *all* has been effected by it.

Unless this can be shown, we are inclined to believe that there may be objections urged against giving prizes, very serious and palpable.

It has been urged that we have the precedent for rewards in the Bible. Very true, but upon far different principles from those on which they are awarded in schools and colleges. In the Bible, *all* obtain the crown, who hold out to the end. It is said, "well done thou good and *faithful* servant," not, successful servant. Awards are promised according to moral character, personal effort, and faithfulness. Our Heavenly Father never bestows rewards upon man according to natural talent, but according to the improvement made on whatever has been committed, and the high attainment in moral worth—not because one excels another or all others, but because he has faithfully improved his talent, and can give a good account of his stewardship.

Were prizes awarded on such principles, there would be far less objections than there now are, to the practice in our schools. The reward is given to the one that is successful, no matter by what means success may be obtained. Greater natural powers, more age, greater physical endurance, more previous mental discipline, more aid at home, and more time to study, may make a great difference in the success of a pupil, and still he may make less effort than another one who falls far behind him. Every inducement that is held out to a child to make an effort, merely to excel his fellow, or to gain a prize, and the praise of his friends, contributes largely to fan to a flame, a vanity, a spirit of affected superiority, of ostentation and unhallowed ambition, that is so frequently exhibited in every department of society, and which makes serious inroads on the peace of mankind. The moral influence upon the pupil who gains the prize is bad—it is no less unfortunate in its influence upon those who have labored no less faithfully, no less assiduously. They have the consciousness of their own faithfulness, yet they were outdone, by one of less application, of less merit, and they resolve never again to try. The motive that induces a pupil to study under such an excitement is wrong. He studies not to learn, to improve his mind, nor for the love of it, but that he may excel others, be praised by friends, and have the pleasure of looking with disdain upon his unsuccessful competitors. This practice never stimulates a whole school—a few only enter the race, and they all fail but one—and the end is jealousy, dissatisfaction, and often lasting enmity.

There is often great difficulty in determining who is really most deserving of the prize. There may be so many conditions to be considered, and so many mitigating circumstances to be brought into account, that it is next to impossible to be certain that the prize is properly awarded. The difference in ability to display, causes some pupils to appear superior to what they are. Want of confidence in themselves, and modesty, causes others to appear less than they really are, and far different conclusions are made by the casual observer, from one intimately acquainted with the qualities of the character.

Pupils who acquire the habit of working under the stimuli of prizes, will do but little when they are withdrawn. They sink down to mental inactivity and indifference. They have lived on artificial excitement, and now fall below the tone on which they at first started. Whatever destroys right motive of action, produces a lasting injury upon the mind. Whatever destroys the healthful tone of moral character in even *one child*, does a greater injury than all possible good that can accrue to another.

A higher, holier motive can be held out to the pupil, than that which rewards can induce—motives that will influence alike the dull and the precocious, the vigorous and the feeble, the vicious and the good.

“IN EVERYTHING TEACH TRUTH.”

In looking over the article under the above head in the July Number of the Journal, I was led to believe that its author, in endeavoring to teach truth, sometimes teaches error. By way of illustration he takes the following question in arithmetic: “In 15 shillings how many pence?” The pupil says 180 pence. This, our friend says, is false. In making this assertion, I suppose he means that the word pence is unnecessary. But I am of the opinion, that the word is correctly used, and simply means that there are 180 pence in 15 shillings.

The following, I conceive to be the correct analysis of the above question: *Since there are 12 pence in one shilling, there are 15 times 12 pence in 15 shillings, and 15 times 12 pence are 180 pence.* Here, it will be observed, the idea of the multiplication of abstract and concrete numbers is involved. In the above solution, I use 15, considered abstractly, as the multiplier, and 12 pence as

the multiplicand. The idea that both terms of a multiplication must be considered abstract is altogether erroneous. It is true, the *multiplier* must always be so considered, but the *multiplicand* may be either an *abstract* or a *concrete* number.

The writer of the article referred to, makes 12 the multiplier and 15 the multiplicand, and regards them both as abstract numbers. He says: "*Nothing else is the truth here—and that is what we are after—exact truth.*" We understand by multiplication, that it is taking or repeating one number, expressing quantity, as many times as there are units in the multiplier.

Let us take an example: If there are 8 cents in each of 12 equal piles, how many are there in all? The solution of this question consists in putting together of cents; and hence, we must regard the 8 cents as our multiplicand. Teachers should be very careful that the student says, there are 12 times eight 8 cents, and not 8 times 12. It would be nonsense to say that we repeat 12, 8 cents times; but it is perfectly correct to say we repeat 8 cents 12 times.

It may here be remarked, that the multiplicand should always be of the same name or denomination as the required product. In the above example the number of cents in twelve piles is required, and we make 8 cents our multiplicand. When the multiplier is large and the multiplicand is small, for the sake of convenience we invert this order. The consideration of the division of numbers is full of interest, and should claim the attention of every teacher. The question is frequently asked, can we divide a concrete number by a concrete number? My reply is, most emphatically, we can; provided, they are both of the same name. We understand by division, that it is finding how many times one number can be taken from another of the same name or denomination; and since it is evident we can take 8 cents from a pile of 96 cents, 12 times, it is also evident that we can divide 96 cents by 8 cents.

Again, it is asked, can we divide a concrete number by an abstract number? In reply to this it may be asked, can we take 12, considered abstract, from 96 cents. No one will hesitate in saying that such a thing is absurd. It seems, then, very clear, that we cannot divide a concrete by an abstract number. But the question arises, how are we to dispose of such examples as the following: If you divide 35 cents equally among 5 boys, how many cents will you give to each? Here it is evident we cannot divide

cents by boys, and if we are not allowed to consider the 5 as abstract what shall we do? Shall we consider both numbers as abstract? I think not. I would analyze as follows: If you give to each boy one cent it will take five cents; but 35 cents are *seven times* five cents; therefore, you can give to each *seven times one cent*, which is seven cents.

Here we have a clear, concise, and philosophical analysis, without considering either the divisor or dividend as abstract. It is true, we might say, if you give 35 cents to 5 boys, to each boy you can give one-fifth of 35 cents, which is 7 cents. But in this way we introduce the idea of fractions, and it is presumed that such questions occur before the pupil learns any thing in regard to them. Hence, I would prefer the first method.

I think it unnecessary to extend these remarks, as I trust enough has been said to cause those teachers who have thought but little on these subjects to devote some attention to them, and I believe the time thus spent will prove both interesting and profitable. I presume some teachers will differ with me in some particulars, but I only ask them to give the matter a full and careful investigation.

GREENMOUNT COLLEGE.

M. C. STEVENS.

COULD N'T AFFORD IT.

"I had a dream the other night,
When every thing was still;
I thought I saw old Ignorance
A-riding of a quill."

I would not have placed the above unintelligible stanza at the head of my article, but I fear the absence of classical quotation may offend some of my learned readers. These expressive words are undoubtedly of the purest and highest order, and their claims to *classicality* placed beyond cavil, as their author's name is so far buried in musty antiquity as to be now irrecoverable. But "that is neither here nor there." I was about to speak of a fellow that, I hope, none of you are acquainted with—the man that takes no paper.

He will not be offended at what I say, for printing troubles him not. Happy fellow! The sneers of the inky pressman affect him

not. The seething words of the editor stir up no commotion in his soul. The furious exclamation and dashes of the printer, disturb not the even calm which is habitual to him. Blissfully unconscious fellow! that know'st not of the evil deeds of thy fellow-mortals—the murders, robberies, licentiousness, cheating, and wars, which are ever in progress; is not aware of the anguish, pain, torture, sickness, and misery, to which mortals are subject. Envidable man! Not troubled with the necessity of excessive and long-protracted mental labor, that other men only, are to ruffle that repose of mind which none but “the man that takes no paper” fully enjoys and appreciates. The rise and fall of markets are of no more importance to him than the fate of nations, and both equally unworthy of his consideration. He can look back at his past life, and say with complacency and “the poet:”

“I ne'er did study in those muddy
Grammar books, and such, sir;
But then, think you, I never knew
That Holland took the Dutch, sir!

“Then I believe in steaks of beef;
I never was mistaken;
I never mistook, for slate or book,
My butter or my bacon.

“And then again, by might or main,
I each day take my dinner,
And never fail, how strong the gale,
To always come off winner.”

Such is the happy man, and this short extract from “the poet” partly depicts to us the truly mundane joys which fall to his lot. How different from the insipid, dull, tiring, prosaic occupations of the man who must spend his money, time, and mental and physical abilities in *nose-ing* bedaubed paper.

But as the prefatory quotation implies, I had a dream. Now, I've dreamed of ghosts and hobgoblins, of imps and Apollyons, of starved wretches, and, worst of all, of unpaid editors; but the fantasies of dream-life never depicted, *fully*, the unfortunate wight who did n't take a paper. What was he like? What his body was, I was not able to determine; lean and lank, perchance, or ought to be, and on his ignorant carcass the worn-out ghosts of rags and patches. Shoes and hats he has not (or ought n't to have), for they have been invented since the flood. His eyes are

hollow and sunken, possibly gone to hunt the little soul that dwells within. His hands are worn bony, grasping for nothingness. Methought I saw him coming thus, and as he approached nearer, he swelled forth into a large, hale, and hearty *human*, chinking—it might have been—a few thousand dollars. Then I took courage, and asked him to subscribe. “Stranger,” he answered, “I hain’t no larnin’, and don’t b’lieve in sich onery things; and can’t ’ford ’em, neither.” “But you have a wife and daughter who ——;” but he broke in with, “Don’t tell me that stuff; their place is in the kitchen.” Then I saw my picture was true—the mirror of the inner man.

Widow Bedott—good old soul—tells us that the Deacon affirmed, that “we are all poor critters;” but my version now reads, in addition, “but some are poorer.” I’ve heard of Job’s poor gobbler, who leaned against the fence to take a breath; of the poor old maid, who sighed herself invisible; and of the poor farm that would bring nothing but taxes;—but when I go round to Poverty Corner again, I shall take with me the man that takes no paper.

I have heard of little things; of the Lilliputian gentry, who mistook a poor fellow’s capillary for natural cables; of the fairy Queen Mab, whose weight would not press down an eyelash; of the minute animalculæ, a thousand of whom could take a lively “hoe-down” on the point of a pin;—but I never had an adequate idea of infinitesimal littleness, till I saw the sham Teacher who could n’t afford to take *The Ohio Journal of Education*.

T. WELLES STANLEY.

IOWA, May 27, 1856.—*Ohio Journal of Education*.

[From Hugh Miller’s Autobiography.]

A SCOTTISH SCHOOL FIFTY YEARS SINCE.

I quitted the dame’s school at the end of the first twelve-month, after mastering that grand acquirement of my life—the art of holding converse with books; and was transferred straightforth to the grammar school of the parish, at which there attended at the time about a hundred and twenty boys, with a class of about thirty individuals more, much looked down upon by others, and not deemed greatly worth the counting, seeing that it consisted of only *lassies*. And here, too, the early individual development seems nicely correspondent with an early national one. In his depreciatory esti-

mate of cotemporary woman, the boy is always a true savage. The old parish school of the place had been nobly situated in a snug corner, between the parish churchyard and a thick wood; and from the interesting center which it formed, the boys, when tired of making dragon-horses of the erect head-stones, or of leaping along the flat-laid memorials, from end to end of the graveyard, "without touching grass," could repair to the taller trees, and rise in the world by climbing among them. As, however, they used to encroach, on these latter occasions, upon the laird's pleasure grounds, the school had been removed ere my time to the sea-shore; where, though there were neither tombstones nor trees, there were some balancing advantages, of a kind which, perhaps, only boys of the old school could have adequately appreciated. As the school-windows fronted the opening of the Frith, not a vessel could enter the harbor that we did not see; and, improving through our opportunities, there was, perhaps, no educational institution in the kingdom in which all sorts of barks and caravels, from the fishing yawl to the frigate, could be more correctly drawn on the slate, or where any defect in hulk or rigging, in some faulty delineation, was surer of being more justly and unsparingly criticised. Further, the town, which drove a great trade in salted pork at the time, had a killing-place not thirty yards from the school-door, where from eighty to a hundred pigs used sometimes to die for the general good in a single day; and it was a great matter to hear, at occasional intervals, the roar of death outside rising high over the general murmur within; or to be told by some comrade, returned from his five minutes' leave of absence, that a hero of a pig had taken three blows of the hatchet ere it fell, and that even after its subjection to the sticking process, it had got hold of Jock Keddies hand in its mouth, and almost smashed his thumb. We learned, too, to know, from our signal opportunities of observation, not only a good deal about pig anatomy—especially about the detached edible parts of the animal, such as the spleen and the pancreas, and at least one other very palatable viscus besides—but became knowing also about the *take* and the curing of herrings. All the herring-boats during the fishing season passed our windows on their homeward way to the harbor; and from their depth in the water, we became skillful enough to predicate the number of crans aboard of each with wonderful judgment and correctness. In days of good general fishings, too, when the curing yards proved too small to accommodate the quantities brought ashore, the fish used to be laid in glittering heaps opposite the school-house door; and an exciting scene, that combined the bustle of the workshop with the confusion of the crowded fair, would straightway spring up within twenty yards of the forms at which we sat, greatly to our enjoyment, and, of course, not a little to our instruction. We could see, simply by peering over book or slate, the curers going about rousing their fish with salt to counteract the effects of the dog-day sun; bebies of young women employed as gutters, and horridly incarnadined with blood and viscera, squatting around the

heaps, knife in hand, and plying with busy fingers their well-paid labors, at the rate of a sixpence per hour; relays of heavily-laden fish-wives bringing ever and anon fresh heaps of herrings in their creels; and outside of all, the coopers hammering as if for life and death—now tightening hoops, and now slaking them, and anon calking with bullrush the leaky seams. It is not every grammar school in which such lessons are taught as those, in which all were initiated, and in which all became in some degree accomplished, in the grammar school of Cromarty!

The building in which we met was a low, long, straw-thatched cottage, open from gable to gable, with a mud floor below, and an unlathed roof above; and stretching along the naked rafters, which, when the master chanced to be absent for a few minutes, gave noble exercise in climbing, there used frequently to lie a helm, or oar, or boathook, or even a foresail—the spoil of some hapless peat-boat from the opposite side of the Frith. The Highland boatmen of Ross had carried on a trade in peats for ages with the Saxons of the town; and as every boat owed a long-derived perquisite of twenty peats to the grammar school, and as payment was at times foolishly refused, the party of boys commissioned by the master to exact it almost always succeeded, either by force or stratagem, in securing and bringing along with them, in behalf of the institution, some spar, or sail, or piece of rigging, which, until redeemed by special treaty, and the payment of the peats, was stowed up over the rafters. These peat-exhibitions, which were intensely popular in the school, gave noble exercise to the faculties. It was always a great matter to see, just as the school met, some observant boy appear, cap in hand, before the master, and intimate the fact of an arrival at the shore, by the simple words, "Peat-boat, Sir." The master would then proceed to name a party, more or less numerous, according to the exigency; but it seemed to be matter of pretty correct calculation, that in the cases in which the peat claim was disputed, it required about twenty boys to bring home the twenty peats, or, lacking these, the compensatory sail or spar. There were certain ill-conditioned boatmen who almost always resisted, and who delighted to tell us—invariably, too, in very bad English, that our perquisite was properly the hangman's perquisite, made over to us because we were *like him*; not seeing—block-heads that they were!—that the very admission established in full the rectitude of our claim, and gave to us, amid our dire perils and faithful contendings, the strengthening consciousness of a just quarrel. In dealing with these recusants, we used ordinarily to divide our forces into two bodies, the larger portion of the party filling their pockets with stones, and ranging themselves on some point of vantage, such as the pier-head; and the smaller stealing down as near the boat as possible, and mixing themselves up with the purchasers of the peats. We then, after due warning given, opened fire upon the boatmen; and, when the pebbles were hopping about them like hailstones, the boys below commonly succeeded in securing, under cover of the fire, the desired boathook or

oar. And such were the ordinary circumstances and details of this piece of Spartan education, of which a townsman has told me he was strongly reminded when boarding, on one occasion, under cover of a well-sustained discharge of musketry, the vessel of an enemy that had been stranded on the shores of Berbice.

PROCEEDINGS OF THE FIRST SEMI-ANNUAL SESSION OF THE
INDIANA STATE TEACHERS' ASSOCIATION.

LAFAYETTE, INDIANA, }
August 19—8 o'clock, P. M. }

The Indiana State Teachers' Association met in Spencer Hall, in this city, and was called to order by Prof. E. O. Hovey, one of the Vice Presidents.

The session was opened with prayer by Rev. G. W. Crawford.

The opening address was then read by Charles Barnes, President of the Association, on the subject of Colleges and their relation to Public Schools.

On motion of Mr. Bowen, of Indianapolis, a vote of thanks was tendered to Mr. Barnes for his valuable address.

Mr. Bowen, Chairman of the Executive Committee, then read the following order of business for Wednesday:

1. Calling the roll, and reception of fees for membership.
2. Discussion on the subject of the President's address.
3. Report on duties of the Association in regard to Educational progress.

WEDNESDAY, 9 o'clock, A. M.

The house being called to order by the President, prayer was offered by Rev. Rufus Patch, of Ill.

On motion, Messrs. Campbell, of Crawfordsville, and Wilson, of Salem, were appointed Assistant Secretaries.

The roll of members was called, and the Association proceeded to the enrollment of members present.

On motion of Mr. Hurty, of Richmond:

Resolved, That we cordially invite persons in attendance from other States to a seat in this Convention, and to participate in our deliberations.

On motion of Mr. Henkle, it was

Resolved, That the Secretary be authorized to get one hundred certificates of membership printed for the use of those who return over those railroads which have agreed to return members free.

The subject of the President's address was then taken up and discussed by Messrs. Henkle, Hurty, Cox, and Chase.

On motion of Mr. Bowen, the discussion was suspended for the purpose of listening to a "Report on the duties of this Association in reference to Educational Progress."

Mr. Hurty then read his report.

On motion of Mr. Campbell, the report was accepted.

On motion of Mr. Chase, the Executive Committee was directed to draw an order on the Treasurer, to pay a bill presented for printing certificates of membership.

The meeting then adjourned.

2 O'CLOCK, P. M.

The Association being called to order and minutes of the previous meeting read, the following resolution was offered by Mr. Hovey, and adopted:

Resolved, That so much of Mr. Hurty's report as relates to employing a State Agent, be referred to a committee of three, the committee to report to this meeting on to-morrow at 9 o'clock.

Messrs. McLane, Estes, and Rankin were appointed on said committee.

On motion of Mr. Hovey, of Crawfordsville, the committee on Phonetics were continued, to report on the same subject at the annual meeting.

Mr. Henkle offered an amendment, which was lost.

On motion of Mr. Cole, it was

Resolved, That a committee of three be appointed to memorialize our next Legislature upon the subject of Geological Explorations.

Messrs. Cole, Hurty, and H. B. Wilson were appointed on this committee.

Mr. Campbell offered the following resolution, which, on motion, was referred to a committee consisting of Messrs. Campbell, Henkle, and Colmery:

Resolved, That the State Teachers' Association petition the Legislature of the State at its next session, to establish a sub-superintendent in each Congressional District of this State, whose

duties it shall be to conduct Teachers' Institutes in each county, and exercise general supervision in every School District.

Mr. Twining offered a resolution to the effect that a committee of three be appointed to report at the next meeting on the subject of a system best adapted to the character and wants of the American people, from the primary school to the highest departments of the University, and especially the best method of organizing and conducting State Universities so as to render them more largely useful to the public; which was laid on the table.

5 An address on "Physical Education, or Relations of the Outer and Inner Man," was then given by Dr. R. F. Brown, of Crawfordsville.

On motion of Mr. Chase, of Greencastle, it was

Resolved, (to the effect,) That this Association owe to Dr. R. F. Brown an expression of thanks for his practical and able address, and that he is hereby requested to furnish a copy of the same, that such parts of it as the Resident Editor may select may be published in the Indiana School Journal.

6 The resolution of Mr. Twining was then taken up, adopted, and referred to a committee consisting of Messrs. Twining, Hovey, and Chase.

7 The debate on the President's address was then continued by Prof. Mills, Mr. Fillmore, Mr. Patch, Mr. Lawrence, and Prof. Hovey.

Adjourned till 7½ o'clock, P. M.

EVENING SESSION.

Prayer by Mr. Colmery.

After the reading of the minutes, the Association was greeted by two interesting songs from Mr. Fillmore.

Mr. Hurty then offered the following resolution:

8 *Resolved*, That Free Schools, kept open ten months in the year, taught by thoroughly qualified teachers, are the best insurance on the property of the State, at the lowest possible premium; and that it is cheaper to educate the child at public expense than to support the criminal.

Which, after being discussed in an able manner by Messrs. Hurty, Bowen, Coyner, Chase, and Cox, was adopted.

Mr. Bowen then announced the order of business for the following day; after which, the Association adjourned.

THURSDAY MORNING, 8½ o'clock.

The Association was called to order by the President.

Prayer was offered by Rev. Dr. Daily, of Bloomington.

Mr. McLane, chairman of the committee to whom was referred so much of Mr. Hurty's report on "Educational Progress" as refers to the appointment of a State Agent, read a report and offered the following resolution:

Resolved, That we regard the subject of a "State Agency" as one of essential importance to the educational interests of the State, and that we urge the appointment of an agent as soon as practicable by the Association.

After much discussion, the following amendment, offered by Mr. Bowen, was adopted:

Resolved, That the Association proceed immediately to appoint an agent, who shall devote his time during the months of September, October, and November, to obtaining subscribers for the Indiana School Journal, and pledge him as a compensation for his services the sum of \$200 and his necessary traveling expenses.

The resolution as amended was adopted, and the Executive Committee authorized to select the agent.

On motion of Mr. Stone, of Indianapolis, Mr. H. B. Wilson, who had kindly offered to act as agent for the Journal without compensation, was appointed additional agent, and the thanks of the Association tendered him.

On motion of Mr. Henkle,

Resolved, That the Executive committee be authorized to appoint a committee to confer with the Railroad companies of this State, in reference to a permanent arrangement by which members of the Association may be returned *free* over their roads.

On motion of Mr. Cole,

Resolved, That School Examiners throughout the State be respectfully requested to aid in the circulation of the "Indiana School Journal," by remitting their fees for examination upon the candidates taking and paying them for the Journal: and that whenever an Examiner shall thus procure *five* subscribers he shall be entitled to one copy, free of charge.

On motion of Mr. Wilson, of Salem,

Resolved, That members of this Association present, be requested to report at the next meeting of the Association, in reference to the grades of the schools in their respective counties, together with the number of scholars attending each, the number of male and female teachers employed, salaries paid, length of terms, &c.

Mr. McLane, of Madison, then read a report on "Teachers' Institutes."

On motion of Mr. Todd, the report was received, a vote of thanks tendered to Mr. McLane, and he was requested to place his report in the hands of the Resident Editor, that such portions of it as were deemed by him appropriate, might be published in the Indiana School Journal.

On motion, the Association adjourned till 2 o'clock, P. M.

2 O'CLOCK, P. M.

The Association was called to order by the President.

Mr. Vawter, in behalf of the New Albany & Salem Railroad, tendered the members of the Association and their friends an invitation to take a ride in their cars at 3 o'clock, P. M., to the Tippecanoe Battle Ground.

The invitation was cordially accepted.

Mr. Hurty offered the following resolutions, which, after much discussion, were adopted:

Resolved, That this Association urgently recommend the increase of the State tax for school purposes sufficient to make schools free at least six months in the year.

Resolved, That we are in favor of an enactment allowing every School Board to receive a copy of the Indiana School Journal at public expense.

Resolved, That the interests of education imperatively demand that aid be furnished by the State for "Teachers' Institutes," and that these Institutes be held as often as once a year in each county.

Resolved, That inasmuch as an unnecessary portion of our public funds for school purposes is absorbed by officers in collecting them, we are in favor of a law limiting the maximum fees for collecting school funds, to one per cent.

On motion of Dr. Daily,

Resolved, That a committee of five be appointed, to whom the above resolutions and all kindred topics shall be referred, and whose duty it shall be to prepare a memorial to the Indiana Legislature on these subjects, and report the same to the Association at its next annual meeting.

The President appointed on said committee, Messrs. Hurty, Daily, Bowen, Stone, and Vawter.

On motion, the Association adjourned till 7½ o'clock, P. M., and proceeded in a body to the Depot of the New Albany & Salem Railroad, for the purpose of taking an excursion to the Tippecanoe Battle Ground.

7½ O'CLOCK, P. M.

The President called the Association to order.

Rev. R. B. Abbott, of Dunlapsville, offered prayer.

On motion of Mr. McLane, unanimously

Resolved, That the Corresponding Secretary be directed to tender the hearty thanks of this Association to the Superintendents of the New Albany & Salem, the Indianapolis & Lafayette, the Madison & Indianapolis, and the Toledo, Wabash & Western Railroads, for their courtesies extended to the members of the Association in returning them free over their roads; and especially, to the New Albany & Salem Railroad, for the pleasant excursion to the Tippecanoe Battle Ground.

On motion of Mr. Henkle, by a unanimous rising vote,

Resolved, That we tender our very grateful acknowledgments to the citizens of Lafayette, for their generous hospitality so courteously extended to the members of this Association.

Resolved, That we acknowledge our sense of obligation to Mr. Spencer, for the use of his commodious hall, so generously tendered, free of expense.

On motion of Mr. Hurty, the Secretary was directed to send a copy of the proceedings of the Association to the Resident Editor of the Indiana School Journal for publication.

On motion, the Association took a recess of thirty minutes.

After recess, the President called the Association to order and offered some appropriate remarks. A variety of sentiments were offered and each responded to by different members of the Association, in a happy and profitable manner.

After singing the Doxology, the Association received the Benediction, and adjourned to meet in Indianapolis in the latter part of December, at the call of the Executive Committee.

NEW MEMBERS.

The following persons became members by payment of the usual fee:

Geo. A. Lawrence,

W. S. Benham,

H. S. Gillett,

Miss Lizzie L. Merrill,

P. M. McFarland,

A. Trueblood,

Miss Jennie T. Hopkins,

Samuel McGuire,

James Woodburn,

William Ratliff,

G. D. Kent,

Miss Frances Smith,

John Ohr,

R. M. Johnston,

| | |
|-------------------------|-------------------------|
| H. D. Wilson, | Joseph Pool, |
| Mrs. H. D. Wilson, | Miss Lucena Sheeks, |
| Jno. L. Campbell, | Levi Tarr, |
| William Twining, | G. W. Batchelder, |
| Miss Ann E. Rhoads, | W. T. Hawthorne, |
| Miss Maggie F. Garritt, | J. Q. McKeehan, |
| S. L. Crosby, | Miss Jane Avery, |
| Baskin E. Rhoads, | Joseph Moore, |
| Miss O. J. Hathaway, | Miss H. M. Clark, |
| Rev. W. W. Colmery, | Miss Fannie M. McGuire. |

LIST OF DELEGATES.

Boone County, Thorntown, Levi Tarr.

Carrol County, Delphi, { Fannie M. McGuire,
Samuel McGuire.

Floyd County, New Albany, { Charles Barnes,
Mary F. Wells,
Jane Avery,
H. B. Wilson.

Jefferson County, { J. S. Rankin, South Hanover.
J. M. McLane, Madison.

Jennings County, Queensville, J. Q. McKeehan.

Johnson County, Greenwood, Miss M. A. Smith.

Laporte County, Westville, { Helen M. Clark,
Miss E. E. Flint.

Laporte County, Laporte, { John Ohr,
R. M. Johnson.

Laporte County, Michigan City, Herbert Williams.

Marion County, Indianapolis, { Geo. A. Lawrence,
W. S. Benham,
H. S. Gillett,
Geo. B. Stone,
Lizzie L. Merrill,
P. M. McFarland,
S. T. Bowen,
C. N. Todd,
Miss R. L. Moore.

Montgomery County, { E. O. Hovey, Crawfordsville,
Caleb Mills, "
William Twining, "
Jno. L. Campbell, "
Jno. M. Coyner, Waveland,
Miss Ann E. Rhoads, "
Miss Maggie F. Garritt, "

Morgan County, Mooresville, Joseph Pool.

Monroe County, { Wm. M. Daily, Bloomington,
James Woodburn, "

Putnam County, { G. A. Chase, Greencastle,
J. W. Husher, "
Miss L. Sheeks, "

Tippecanoe County, { A. J. Vawter, Lafayette,
P. C. Vawter, "
Miss C. M. Bishop, "
Miss O. J. Hathaway, "
W. W. Colmery, "

Union County, Dunlapsville, R. B. Abbott.

Vermillion County, { S. L. Crosby, Eugene,
Baskin E. Rhoads, Newport.

Vanderburgh County, E. P. Cole, Evansville.

Wayne County, { Josiah Hurty, Richmond,
L. A. Estes, "
W. D. Henkle, "
M. C. Stevens, "
Joseph Moore, "
Wm. Ratliff, "
Eveline Cox, "
Martha W. Brown, "
A. C. Shortridge, Centreville,
D. H. Roberts, "
E. C. Thornton, New Garden.

Washington County, { H. D. Wilson, Salem,
Mrs. H. D. Wilson, "
Jennie T. Hopkins, "
A. Trueblood, Canton.

White County, { G. D. Kent, New Bradford,
Miss Frances Smith, Reynoldsville.

G. W. Batchelder, Columbus, Ohio.

W. T. Hawthorne, Franklin, Ohio.

A. D. Fillmore, Paris, Ill.

Rufus Patch, Pecatonica, Ill.

MANNERS IS A GREAT THING.

Under this head, the New York Teacher (which, by the-by, is one of the very best of our exchanges) has a capital article which takes off the "Schoolmaster," as he is too often found. We give the following extract, in which we recognize a truthful picture of

the animal as we have too often seen him; and we commend the remarks which follow to the careful attention of the whole genus "pedagogue."—Ed.

While enjoying the grateful shade of a friendly wood, I saw in the distance a gentlemanly looking person, whom, from his general manner, I supposed to be a teacher. Congratulating myself upon the prospect of enjoying the conversation of a literary man, in somewhat of a sentimental mood I approached him. "Good evening, sir. It is pleasant at the close of one's professional duties, on a fine day, to stroll into the country, and renew exhausted energies amid the beauties of nature." "Why, yes, it is rather pleasant," he replied; "perhaps you are somewhat familiar with this locality. Can you inform me whether hickory or birch trees grow in this vicinity?" Seeing that his inquiry had an eye to business, I managed immediately to change the conversation. After several ineffectual attempts to interest him in general subjects, I gradually introduced literary topics. "Poetry," I remarked, "can only be properly appreciated by refined and cultivated minds. Pollok, in my opinion, as a poet, has not had justice done him. The *Course of Time* is an English classic." "Yes, yes, that is a useful book," said pedagogue; "it contains some excellent exercises for parsing." I winced a little at this, but passed on. "Shakspeare received praise from all; his measure of fame is full." "Ah," he replied, "but Shakspeare wrote theatre-plays, and I am opposed to theatres, for they have an immoral tendency; and as a teacher of youth, I set my face against all immoralities. To my pupils I say, 'Boys shun the theatre.'" "Floored again," thought I; "the sentiment is good, but it tangs of the shop. I'll try another tack." "Napoleon accomplished wonders; his great secret of success was self-discipline; system in all things. By this he did what none before or since his day has been able to do." "You are right," said my little teacher, for he began to look little in my eyes. "You are right. There is nothing like system. I try to impress this upon my scholars. 'Boys,' I often say, 'have a place for everything, and everything in its place.'" I was non-plussed—gave up all hope of drawing out my petit friend, and bidding him good evening, passed on. Is not this a true picture? Does not experience sustain my position? "Manners is a great thing." Said a literary friend, a teacher, with whom I spent an evening not long since, "It is seldom that I spend an hour in this manner. Conversation among teachers is confined to a great extent to school topics. It is not so with members of other professions. Why does the practice obtain with ours?" It certainly has an unhappy influence upon the profession. As individuals we exalt or debase it in the eyes of the community, and as affecting our interest in this respect, "Manners is a great thing."

[The following interesting story is taken from a little book, "The Obedient Boys, and other Stories for Young People." Published at Boston, by Otis Clapp.]

A NOBLE ACT.

"What have you there, boys?" asked Captain Bland.

"A ship," replied one of the lads who were passing the captain's neat cottage.

"A ship! Let me see;" and the captain took the little vessel, and examined it with as much fondness as a child does a pretty toy. "Very fair, indeed; who made it?"

"I did," replied one of the boys.

"You, indeed! Do you mean to be a sailor, Harry?"

"I don't know. I want father to get me into the navy."

"As a midshipman?"

"Yes, sir."

Captain Bland shook his head.

"Better be a farmer, a physician, or a merchant."

"Why so, captain?" asked Harry.

"All these are engaged in the doing of things directly useful to society."

"But I am sure, captain, that those who defend us against our enemies, and protect all who are engaged in commerce from wicked pirates, are doing what is useful to society."

"Their use, my lad," replied Captain Bland, "is certainly a most important one; but we may call it rather negative than positive. The civilian is engaged in building up and sustaining society—in doing good, through his active employment, to his fellow-man. But military and naval officers do not produce any thing; they only protect and defend."

"But if they did not protect and defend, captain, evil men would destroy society. It would be of no use for the civilian to endeavor to build up, if there were none to fight against the enemies of the State."

"Very true, my lad. The brave defender of his country cannot be dispensed with, and we give him all honor. Still, the use of defense and protection is not so high as the use of building up and sustaining. The thorn that wounds the hand stretched forth to pluck the flower, is not so much esteemed nor of so much worth, as the blossom it was meant to guard. Still, the thorn performs a great use. Precisely a similar use does the soldier or naval officer perform to society; and it will be for you, my lad, to decide as to which position you would rather fill."

"I never thought of that, captain," said one of the lads. "But I can see clearly how it is. And yet I think those men who risk their lives for us in war, deserve great honor. They leave their homes, and remain away, sometimes for years, deprived of all the comforts and blessings that civilians enjoy, suffering frequently

great hardships, and risking their lives to defend their country from their enemies."

"It is all as you say," replied Captain Bland; "and they do, indeed, deserve great honor. Their calling is one that exposes them to imminent peril, and requires them to make many sacrifices; and they encounter not this peril and sacrifice for their own good, but for the good of others. Their lives do not pass so evenly as do the lives of men who spend their days in the peaceful pursuits of business, art, or literature; and we could hardly wonder if they lost some of the gentler attributes of the human heart. In some cases, this is so; but in very many cases the reverse is true. We find the man who goes fearlessly to battle, and there, in defense of his country, deals death and destruction unsparingly upon her enemies, acting, when occasion offers, from the most humane sentiments, and jeopardizing his life to save the life of a single individual. Let me relate to you a true story in illustration of what I say.

"When the unhappy war that has been waged by our troops in Mexico, broke out, a lieutenant in the navy, who had a quiet berth at Washington, felt it to be his duty to go to the scenes of strife, and therefore, asked to be ordered to the Gulf of Mexico. His request was complied with, and he received orders to go on board the steamer *Mississippi*, Commodore Perry, then about to sail from Norfolk to Vera Cruz.

"Soon after the *Mississippi* arrived out, and before the city and castle were taken, a terrible 'norther' sprung up, and destroyed much shipping in the harbor. One vessel, on which were a number of passengers, was thrown high upon a reef, and when morning broke, the heavy sea was making a clear breach through her. She lay about a mile from the *Mississippi*, and it soon became known on board the steamer, that a mother and her infant were in the wreck, and that unless succor came speedily, they would perish. The lieutenant of whom I speak, immediately ordered out a boat's crew, and although the sea was rolling tremendously, and the 'norther' still blowing a hurricane, started to the rescue. Right in the teeth of the wind were the men compelled to pull their boat, and so slowly did they progress, that it took over two hours to gain the wreck.

"At one time they actually gave out, and the oars lay inactive in their hands. At this crisis the brave but humane officer, pointing with one hand to the fortress of San Juan de Ulloa, upon which a fire had already commenced, and with the other to the wreck, exclaimed with noble enthusiasm.

"'Pull away, men! I would rather save the life of that woman and her child, than have the honor of taking the castle!'

"Struck by the noble, unselfish, and truly humane feelings of their officer, the crew bent with new vigor to their oars. In a little while the wreck was gained, and the brave lieutenant had the pleasure of receiving into his arms the almost inanimate form of the woman, who had been lashed to the deck, and over whom the waves had been beating, at intervals, all night.

"In writing home to his friends, after the excitement of the adventure was over, the officer spoke of the moment when he rescued that mother and child from the wreck, as the proudest of his life.

"Afterward he took part in the bombardment of Vera Cruz, and had command, in turn, of the naval battery, where he faithfully and energetically performed his duty as an officer in the service of his country. He was among the first of those who entered the captured city; but pain, not pleasure, filled his mind, and he looked around, and saw death and destruction on every hand. Victory had perched upon our banners; the arms of our country had been successful; the officer had bravely contributed his part in the work; but he frankly owns that he experienced far more delight in saving the woman borne from the wreck, than he could have felt had he been the commander of the army that reduced the city.

"Wherever duty calls, my lads," concluded the captain, "you will find that brave officer. He will never shrink from the post of danger, if his country have need of him; nor will he ever be deaf to the appeal of humanity; but so long as he is a true man, just so long will he delight more in saving than in destroying."

A NAME.—The Woods, of Lancashire, are a distinguished family for character, wealth, and talent; the eldest son, John Wood, has been returned member of Parliament for Preston several times, and proved himself a steady supporter of civil and religious liberty. A laughable circumstance once took place upon a trial in Lancashire, where the head of the family, Mr. Wood, senior, was examined as a witness. Upon giving his name, Ottiwell Wood, the judge, addressing the reverend person, said: "Pray, Mr. Wood, how do you spell your name?" The old gentleman replied:

O double T
I double U
E double L
Double U
Double O D.

Upon which the astonished lawgiver laid down his pen, saying it was the most extraordinary name he had ever met with in his life; and, after two or three attempts, declared he was unable to record it. The Court was convulsed with laughter.—*Student and Schoolmate.*

A VALUABLE NEWSPAPER.—The London *Times* was established in 1785, by John Walter, and inherited by his son, now a member of Parliament. It is valued at \$3,750,000. Its principal editor has an annual salary of \$25,000, and its Paris correspondent \$10,000. Its advertisements, it is estimated, yield it \$3,000,000 a year, one firm alone paying \$150,000 a year.

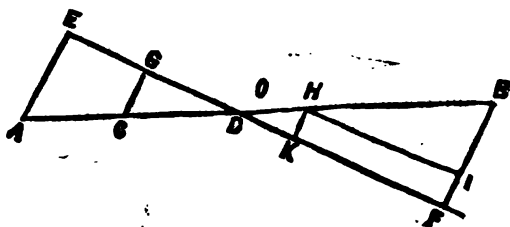
MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

No. 14.

[This problem seems to be misunderstood. It does not state how many dividing lines shall be used. As it stands it is capable of an indefinite number of solutions. We are of the impression that Mr. Stribbling intended that but two lines should be used. Mr. Staff considering it in this way, makes the geometrical solution depend on the construction of a quadratic equation.]

SOLUTION OF No. 15.—By C. W. PRITCHARD.



Let C be the given point in the given line A B. Bisect the line A B, and let O be the point of bisection. Take one third of the distance from O to C and let D denote the point so situated. Through this point draw any line, as E F, and from the point C and the extremities of the line A B draw the perpendiculars A E, C G, and B F; then $A E + C G = B F$.

Take $O H = O D$, then will $D H = D C$, since $O D = \frac{1}{2} D C$. Now it is evident by drawing H K perpendicular to E F that the triangle C D G = D K H, and that $C G = H K$; and drawing H I parallel to E F we have $C G = F I$. Again, it is evident that the triangle A D E = H I B. Whence, $A E = I B$, therefore, $A E + C G = B E$.

[This problem was also solved by M. C. Stevens, Jacob Staff, E. M. Stribbling, and R. W. McFarland.]

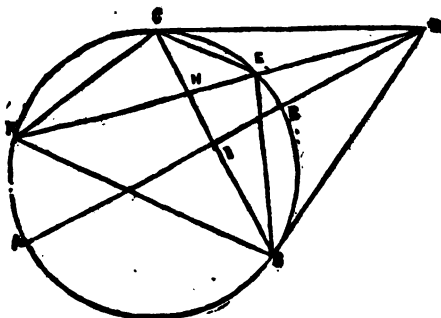
PROBLEM No. 20.—By E. M. STRIBBLING.

Given $x^4 + 2ax^2(a+2b) - 2x(a+b)(x^2+a^2) + a^4 = c^2x^2$ to find x.

PROBLEM No. 21.—By E. M. STRIBBLING.

In a given circle to inscribe an isosceles triangle (not equilateral) of a given magnitude; also to circumscribe one.

SOLUTION OF No. 17.—BY SAMUEL ALSOP.



The triangles CED and CDF are similar; also DEG and DFG

Whence, $DE : DO :: CE : CF$

and $DE : DG :: GE : GF$

$$\therefore DE^2 : CD^2 :: CE . GE : CF . GF.$$

The triangles CEH and FGH are similar; also GEH and CFH

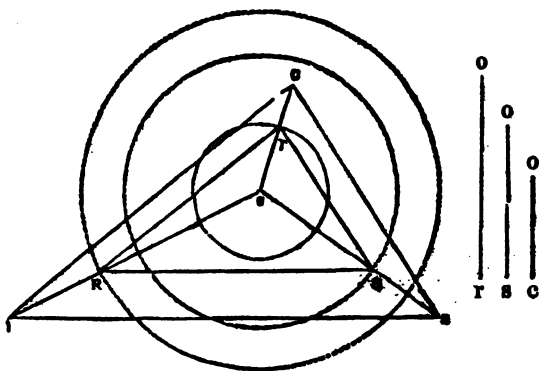
Whence, $CE : FG :: HE : HG$

and $EG : CF :: HG : HF$

$$\therefore CE \cdot EG : FG \cdot CF :: HE : HF :: DE^2 : DC^2. \quad Q. E. D.$$

[This theorem was also proved by E. M. Stribbling and Jacob Staff.]

SOLUTION OF No. 17.—By M. C. STEVENS.



Let $A B C$ be the given triangle, and ro , so , and co , the radii of the given concentric circles.

In the triangle ABC find a point O , such that AO , BO , and CO , shall be in the ratio of ro , so , and co (see Lewis' Trig.); then with O as a centre and radii equal to ro , so , and co , describe three circumferences, and the

Hurty, of Richmond, (who, by-the-by, is the very antipodes of an old foggy) responded, and on closing called out Mr. Fillmore, of Paris, Illinois. Mr. F., who has given much interest to our meetings by his capital songs, which are always prefaced by some humorous speech, was ready as usual with song and speech, and which the Association enjoyed most heartily it would be difficult to say.

The citizens of Lafayette; The city of Lafayette; The New Albany & Salem Railroad; The State University; were remembered in appropriate sentiments, and replies were made by Messrs. McLane, of Madison, Patch, late of Ontario, Prof. Woodburn, of Bloomington, Cole, of Evansville, Stevens, of Richmond, Rankin, of Hanover, Chase, of Lafayette, Todd, of Indianapolis, and others.

"Ichabod Crane, the School-master of Sleepy Hollow," was one of the closing sentiments, which called out Henkle, of Richmond, in an ingenious and witty defense of the professional and social character of Irving's famous hero of the birch and rod.

We shall expect a rousing meeting next December, at the Capital, and we hope the agent of the Journal, in his travels, will endeavor to stir up the five thousand teachers of Indiana to their interest and duty in this respect.

SCHOOL INTELLIGENCE.

The Institute held at Centerville, Wayne county, the last week in August, was well attended. About forty were present. The proceedings will be published in pamphlet form. "Old Wayne" is wide awake.

The Indiana Teachers' Association, at its recent meeting in Lafayette, agreed to employ an agent to travel over the State during September, October, and November, to increase the circulation of the School Journal.

The Public Schools of Indianapolis re-opened on Monday, Sept. 1. A new School has just been erected in Ward Five, capable of accommodating three hundred and fifty pupils. It was dedicated on Monday, Sept. 8. Addresses were made by Mayor West and others. There is a good degree of interest in education, and we mean that our city, while she is rapidly increasing in population and commercial importance, shall not have reason to be ashamed of her Free Schools.

The Union School at Aurora is under the charge of Mr. Geo. W. Weimer. His salary is \$625. Too little for a live teacher like Mr. W., to whom we are much indebted for his energy in obtaining subscribers for the "Journal." From him we learn the following facts in regard to School matters:

"The Union School in Aurora, though in its infancy, has outlived much opposition, and is now, I think, firmly established. There are in all the departments, 378 pupils—six teachers, including myself.

"We have no school building erected yet, but expect to have one soon. A lively interest is manifested in the cause of education."

PUTNAM COUNTY TEACHERS' ASSOCIATION.—The teachers of old Putnam are moving, as will be seen from the following notice of the formation of a County Association. We especially commend the resolution in regard to the School Journal, to the careful attention not only of the members of the Putnam County Association, but to every teacher in Indiana. No teacher can afford to be without one or more educational periodicals, and he who does not feel interested in sustaining the Journal of his own State, will never do much to sustain or promote the cause of education.—ED.

TEACHERS' ASSOCIATION.—Agreeably to previous notice, a large number of the Teachers (male and female) of Putnam county, met at the Court house in Greencastle, on Saturday, the 28th of June, for the purpose of organizing a County Teachers' Association.

On motion, Prof. Chase was called to the Chair, and C. W. Brown appointed Secretary.

On motion, a committee of five were appointed to prepare and report to the next meeting, a constitution and by-laws for the regulation and government of the Association.

The following persons composed the committee: Chase, Hibben, Gilmore, Skelton, and Miss Skelton.

On motion of Mr. Shewmaker, a committee of six were appointed to report immediately to the meeting the names of suitable officers of the Association.

The following persons compose said committee: Shewmaker, Miss Gray, Moore, Miss Waterhouse, Latimore, and Staly.

The committee, after retiring a few moments, reported:

For President—John Gilmore.

For Vice Presidents—R. S. Ragan and Thos. Skelton.

For Secretary—M. A. Moore.

For Treasurer—George Reed.

The nominations were confirmed by the meeting, and the committee discharged.

On motion, a committee consisting of Skelton, Husher, and Hibben, were appointed, whose duty it was to prepare questions for discussion, and invite persons to address the next meeting.

The committee, after having retired a brief period, reported:

Address by Prof. Geo. A. Chase. Subject: School Discipline and Instruction.

Debate: Is it necessary to inflict corporeal punishment in Schools?

The report was concurred in.

On motion, Saturday, the 13th day of September next, and the Court-house in Greencastle, was fixed upon as the time and place for the next meeting of the Association.

On motion of Mr. Smith, the following resolution was adopted:

Resolved, That as we regard the "Indiana School Journal," published at Indianapolis, as a great auxiliary in the cause of education, we recommend it to the patronage and support of the Teachers of Putnam county.

On motion, it was requested, that the editors of the "Banner" and "Democrat" publish the proceedings of this meeting.

On motion, the Association adjourned.

C. W. BROWN, Secretary.

GEO. A. CHASE, President.

We learn that Rev. G. A. CHASE, Principal of the A-bury Female Institute in this place, has recently been unanimously elected President of the Indiana Female College at Indianapolis. We are assured, however, that Mr. Chase will not accept the position, but has made arrangements to continue at his present post for the next two years at least. He will take possession, the first of August, of the "Silliman property" for a boarding house. This house is new, and the elegance and convenience of its interior arrangement make it very desirable for the purpose.

The Trustees have elected as Preceptress, Miss NEWMAN, now Preceptress of the Falley Seminary, Fulton, N. Y., at a salary of five hundred dollars per annum. We understand that Prof. Bragdon says she is the best female teacher he ever knew. She is a graduate of the N. Y. State Normal School, and has occupied her present position eight years. We learn that it is the intention for the present, to limit the number of pupils to one hundred. No larger number will be admitted, and no Primary Department to be connected with the Institution.—*Putnam County Banner.*

RICHMOND PUBLIC SCHOOL.—*Mr. Editor:* Believing that it would be interesting to the friends of education in different parts of our State, to know what progress the people of Richmond are making in the cause of *free schools*, I offer a few lines for your Journal. The first school-year closed on the 27th of June. Our school enterprise was commenced amidst embarrassments from want of experience as to what was actually needed. Although a fine house was opened for the first time, it was found entirely too small to contain all our scholars.

The Board determined to engage none but professional teachers, and the result has abundantly shown the wisdom of that resolution. Our School has far exceeded the expectations of its most anxious friends. In a few weeks order was brought out of confusion. The school was classified and graded, and the finest system of discipline and instruction was instituted.

The school excited much interest with the people of town and from the country. Hundreds have visited it that rarely ever before visited any school, and all have left delighted and well convinced that there may be science applied and skill brought into requisition in school teaching. Our High School has been composed of young men and women, many of whom had attended academies and colleges; and the universal testimony of all is, that the instruction and tact in managing this school far surpasses any other with which they were formerly connected. The Normal class was composed of some 60 pupils, many of whom have taught during the summer, and as far as heard from, have left their marks upon society in teaching schools of superior character. One peculiar characteristic of our schools is, the life and ambition of the pupils. This results, of course, from the spirit and skill of the teachers.

It has been observed by the large number from abroad, who have visited the school, that they have never seen it exceeded elsewhere. The consequence of the method of teaching and spirit is, the cases of corporeal punishment have been very few—less in our entire system of schools, than is often common in schools of 40 pupils.

The examination during the last week was attended by a large number of parents, who were highly delighted with the proficiency in learning, and the

good order and improvement that had been made in the morals of the pupils. The P. M.'s were devoted to general exercises, by the several rooms of the different departments in the High School room. From No. 1, Primary, to High School, all acquitted themselves well.

One excellence exists here, not always found elsewhere. The scholars all talk loud. The least scholar was heard distinctly through the large Hall. Elocution is taught in this school as a science, and its principles successfully applied. To show the high appreciation of the faithful services of their teachers, the parents and pupils made some splendid presents to the Superintendent and Teachers. Mr. Hurty's class, in arithmetic and elocution, presented him with a fine set of silver plate. Mr. Edgerton, of Grammar School, received from his boys a splendid copy of the Bible. Miss Alverson, of Grammar School; Misses Brown and Way, of Secondary Department; Misses Cox and Logan, of Primary Department, received gifts worthy of the givers. The Girls of the Grammar School presented to each of the Board, a fine flower vase with a fine bouquet. The scene of presentation was affecting in the extreme, and will be long remembered by pupils, parents, and teachers.

The consciousness of having his labors appreciated by his patrons, is a large share of the reward of a faithful teacher, but when exhibited in such substantial form, it becomes doubly valuable.

The Board of Education passed a resolution, commending in the highest degree the efficient labors of Mr. Hurty, the Superintendent, and also, of the teachers. There is now but one sentiment among intelligent men in our city, viz.: That our school is the best capital we have or can invest, and that means shall not be wanting to make it in the highest degree efficient and successful. It is earnestly hoped that all the towns and cities in our State will soon have the pleasure of knowing the value and superiority of graded schools.

X.

ATTENTION, TEACHERS.—We propose in the October number of the Journal to commence a Teachers' Directory, which we feel sure will meet the wishes and wants of many of our subscribers. We wish the name and address of every teacher in the State and out of the State too. Of course no person can be considered a live-teacher who does not subscribe for the "Journal," and as we propose to make its pages a record of the *living* and not of the *dead*, our Directory will contain only the names of such as have given us *substantial* evidence that they are "wide awake."

Therefore, Teachers, send in your names, and your ———. We propose also, before the close of the present year, to publish the names of those who have attended our State Associations.

We are happy to announce to the readers of the "Journal," that the Executive Committee have secured the services of Mr. E. P. Cole, of Evansville, as agent for the "Journal." He will commence his labors forthwith in the southern part of the State, and from what we know and have seen of friend Cole, we think that the slumbers of some of our good easy brother pedagogues will be likely to be disturbed. Let us have "pencilings by the way," friend C.

NORTH-WESTERN CHRISTIAN UNIVERSITY.—We see by the catalogue that this Institution re-opens on the first Thursday of October. Prof. Hoss, the late popular Principal of the Indiana Female College, is now connected with the University as Prof. of Mathematics.

By the Circular of Wabash College, Crawfordsville, Ind., we see that the Fall Term commences on the 24th of September. Prof. J. D. Butler, who has received an appointment to a Professorship in the State University, has declined the same and still retains his connection with the College at Crawfordsville. This will be highly gratifying to the numerous friends of this Institution.

PERSONAL.

B. T. Hoyt, late of Lawrenceburg, Ind., has received and accepted the appointment of Principal of the Indiana Female College at Indianapolis.

Mr. Samuel P. Lothrop, of Mass., has taken charge of the High School Indianapolis.

Mr. Geo. W. Brouson, of Lebanon Academy, Conn., has taken charge of the 5th Ward Grammar School in Indianapolis.

Prof. Stoddard, of the Lancaster Normal School, Pa., has become connected with Greenmount College at Richmond, Ind., as Lecturer on the Science and Art of Teaching.

Prof. R. W. McFarland, one of our mathematical correspondents, has been elected Prof. of Mathematics in Miami University at Oxford, Ohio.

Prof. Geo. B. Perkins, of Albany, N. Y., has been elected Prof. of Mathematics in Iowa University.

Messrs. Naylor and Loler have resigned their positions in "Farmers' Institute," Tippecanoe county.

The Corporation of Princeton College, N. J., at its commencement in June, conferred the degree of Doctor of Divinity on the Rev. Jonathan Edwards, President of South Hanover College in this State.

Prof. Calvin Pennell, of Antioch College, Ohio, has received and accepted the appointment of Principal of the High School at St. Louis. Salary \$2,200. St. Louis almost rivals Boston in the salaries of her teachers.

C. A. Dupee has been appointed Principal of the High School in Chicago. Salary \$1,500.

Geo. W. Bassett, late Principal of Belleville Academy, has been appointed Tutor at Wabash College.

C. West, Esq., of Hagerstown, will accept our thanks for his hearty co-operation in sustaining the Journal. A hundred such men as Mr. W. would wake up the teachers of our State. Don't weary in the good work, friend W. Indiana is a *level* State, it is true, but there is plenty of *up-hill* work to be done before we make her schools what they ought to be, and you are one of the right sort to keep things moving.

BOOK NOTICES.

"Of many books there is no end; and much study is a weariness of the flesh."—Ecc. xii-12.

We have not the least disposition to sermonize, though we have placed the above text at the head of our article. We are not quite sure that we really understand the true meaning of the passage, though we can easily guess what would be the exegesis of the latter clause, by an indolent student.

Must certainly, Solomon would not have boasted "of many books," could he have been permitted to look forward to these, our days, and witness the manner in which the press now teems with new issues. The fecundity of the human brain in these last ages—aided by steam—is crowding new works so fast upon our notice, that an unusual amount of industry is required in order that we may keep up.

We are by no means desirous of stopping this flood of literature that is rolling upon us; for though very much of it is worthless, like the foam that floats on the top of the ocean-wave, finally to be dissipated in thin spray, it is followed by the mighty wave itself, striking with its deep pulsations upon the shore, and battering down the rugged cliffs of ignorance.

Among the issues that a teeming press is yearly placing before us, none is more valuable, or pleases us better, than text-books for our schools and colleges. Formerly, our text-books remained almost unchanged for years. There was but little, if any, competition, and authors had no personal motive for improving their works. Now there is so great a spirit of rivalry among book-makers and publishers, that we are kept fully up to all needed improvements. And though there is, now and then, some cause for complaint, that frequent and unnecessary changes result from this competition, yet we are confident, that the final result is extremely beneficial to all.

We have been led to make these remarks by several new works, to which our attention has been lately called. Several of them have been already noticed—the remainder we now propose to examine:

A MANUAL TO ACCOMPANY HOLBROOK'S SCHOOL APPARATUS.—This is a small 12 mo. of 154 pages, got up for the purpose of being used in connection with Holbrook's School Apparatus. The book is neatly printed and well illustrated, and we think just the thing for those schools that use this apparatus. and we earnestly hope, that our elementary schools will avail themselves of these appliances for experimental illustration. We can scarcely imagine how they can possibly teach without them. We will say no more at present in calling attention to this valuable apparatus, as we presume the

company intends to use a page of our Journal for this purpose; and we very much prefer letting them tell their own tale.

CORNELL'S HIGH SCHOOL GEOGRAPHY.—This is an entirely new work, containing 405 pages, 12mo., accompanied by a large Atlas, in folio, of 24 maps and charts. The Geography is exceedingly well printed and illustrated. The arrangement is superior, and we think well calculated to promote ease of acquisition upon the part of the learner. From a somewhat cursory examination of the contents, we have come to the conclusion that they are such as to meet all reasonable anticipation.

The Atlas is quite attractive. There are two sets of maps—one for use in study—the other for reference. The first is not encumbered with the names of places, not required by the questions in the book. Hence, there is a clearness in appearance unequaled by most maps; and a consequent ease upon the part of the student in finding the object of his search. There are also attached to the Atlas, two small circular revolving cards, by which most of the problems upon the celestial globe can be easily and accurately performed. We hope teachers will try this work, and submit it to the test of the recitation room, the only proper criterion, at least, by which any text-books can be judged of.

The new edition of Cornell's Intermediate Geography has just appeared. Teachers will cheerfully welcome their favorite in its new dress. With its improvements added, we have no doubt but that this work will meet renewed favor.

The above works are from the publishing-house of Messrs. Appleton, N. Y.

WARREN'S PHYSICAL GEOGRAPHY.—Among the latter studies introduced into our Schools, there are none more entirely worthy the careful attention of teachers, than Physical Geography. Though a competent knowledge of Topographical Geography is a necessary prerequisite to the study of Physical Geography, yet the latter possesses a degree of interest and importance not belonging to the former. We are happy to know, that teachers are beginning to see and feel the importance of this branch of science, and are introducing it into their schools; and we earnestly hope, that the thing will go on until all of our schools may share the benefit; for we are confident, that an education must be esteemed quite deficient, that does not include a competent knowledge of this department.

Our attention has lately been called to this subject by an examination of the work placed at the head of this article. It is another valuable contribution to our list of text-books, and for which, teachers are under great obligations to the enterprising publishers. The arrangement of the matter of the work presents itself to us as very good. The student is gradually led on from the elementary parts to those more intricate in their nature. The illustrations are beautifully executed in the very highest style of art, and form an important part in the attractions of the book. The maps are exceedingly clear, and possess the requisite degree of fullness. The size of the work—quarto—affords ample scope for having the maps of a suitable size. The whole work produces a favorable impression. We trust teachers will introduce it immediately, that we may learn whether our opinions are corroborated by the reliable test of the school-room. Published by H. Cowperthwait & Co., Philadelphia.

E. P. C.

STODDARD'S SERIES OF ARITHMETICS. Published by Sheldon, Blakeman & Co., No. 115 Nassau street, New York.

We have not had time to examine any of this series, except the Philosophical Arithmetic, and with this we are highly pleased. The arrangement is good. The explanations are extremely concise and right to the point. The examples are practical and plenty of them, and the "miscellaneous," which to our mind is one of the most important features in any Arithmetic, is a perfect treasure. No text-book that we have seen has a richer miscellaneous department than Stoddard's. We shall examine the other books of the series in a few days.

We understand that the same publishers are soon to issue a new Algebra, which is in preparation and nearly completed by Prof. W. D. Henkle of Greenmount College, Ind., Mathematical Editor of the Indiana School Journal, and Prof. Stoddard, author of the above mentioned series of Arithmetics. The popularity of Prof. Stoddard's Mathematical works, which are rapidly finding their way into schools East and West, and the well known ability of Prof. Henkle, will insure for this new work a favorable impression, which, we feel sure, examination and a trial in the school room will justify and strengthen.

BROWN'S GRAMMAR IMPROVED. As we opened this package and read the title of this work, a teacher at our side remarked, "well, among all the grammars published, there is no one which really contains so much grammatical knowledge as Gould Brown's." Certainly, few rank as high among Grammarians as he does, and we freely acknowledge our great indebtedness to him. All we can say of this work is, that it is a good grammar. There is no doubt of it. Published by Samuel S. & William Wood, No. 389, Broadway, New York.

GREENLEAF'S COMMON SCHOOL ARITHMETIC. New Stereotype Edition, with additions and improvements. Published by Robert S. Davis & Co., Boston.

Greenleaf's works have, for the last ten years, if not held undisputed sway in the East, at least been in more extensive use than any others. We have used them ourselves for almost that period of time, and therefore feel familiar with their excellencies and defects. The fact that we have used them so long is the most honest expression of our opinion in regard to them which we can give, for "actions speak louder than words." We give Greenleaf's, Stoddard's, and Colburn's Arithmetics the first rank among text books for schools, while as a reference book for teachers we know of none better than Chase and Mann's. Father Greenleaf of Massachusetts, the author of the work we are now speaking of, is a veteran in the cause, but he still retains all the zeal of his youth, and bids fair long to deserve the soubriquet given him in a toast at the American Institute, of "The Greenleaf of Algebra."

We have received several other works which we will examine and notice in our next. Among them we may mention The High School Geography and Companion Atlas of Cornell. Published by Appleton & Co. Warren's Physical Geography, by Cowperthwait & Co. Miss Peabody's History, Behm's Method, by Sheldon, Blakeman & Co., and Webb's series of Readers, by the same publishers.

THE Indiana School Journal.

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A WORD FOR TEACHERS.

An article in the "New York Teacher," from a gentleman at present traveling in Germany, exhibits very clearly the wonderful success which attends the *compulsory* feature of the Prussian and Germanic school systems. The grand idea there is, that the parent has no right to deprive his child of the education which the State offers freely to all its youth, and for every time the child is absent from the public schools, the parent is subjected to a fine. The article referred to is interesting, and we give the following extract:

"The first peculiarity that forcibly struck me was the absence of children from the streets. Noticing the excellence of the pavements, the neatness of the principal thoroughfares, and the apparent regularity of all the markets, thronged by hordes of apple-peddlers, market-dealers, and candy-makers, I was surprised not to see a single boy or girl in the whole throng; and then the remembrance of the educational policy flashed upon my mind. I sought in vain to find a single lad, and was content with my disappointment. It seemed incredible, but I could but believe my own senses, and was confident the cause must be the one suggested. I have passed through a large number of cities since, been in the streets daily, spent more than two months in some, and in all my observations, strange as it may seem, I have seen but *one child* of school age in the street during school hours, and that one was a boy about thirteen, busily engaged in work. What would be the value of such a street-cleaner with us? It certainly would be a profitable patent. Absence from school is unthought of, save in the most extreme cases. Children would as soon think of deserting the paternal roof as of being habitually irregular in attendance at school. The teachers inform me that they are troubled with no absences, except in sickness, and that tardiness is almost unknown. The doors of many of the schools are locked at the hour of commencement, and neglect of punctuality treated with severi-

ty. Great has been my satisfaction as, sitting by my window, I have seen flocks of children of all ages between six and fourteen wending their way to school. Nor is this an occasional sight. Daily the same throng goes joyous by, punctual to the moment, and returns with equal regularity. There is little reluctance at attendance, for they feel that it is imperative. The parents enjoying an education know its advantages, and with pleasure comply with the very letter of the law; while those that illy appreciate such a privilege have not the power to deprive their children of its benefits. However selfish they may be, they cannot rob their own offspring of their rightful heritage. As experience proves that many will thus inhumanly rob their posterity, and as it would not interfere with those that deal justly, why would not a law providing *effectually* for the education of all be beneficial to every community? Every people feels justified in guarding, by the most stringent enactments, against the slightest invasion of rights by lawless personages. The least theft meets with prompt punishment, and the taking of a pocket-comb by a highwayman subjects him to the severest penalties. But we Americans, while we boast of our privileges and our love of justice, fear that we should transcend the limits of law should we secure rising generations against the worst of all robbery—the plundering of the mind by an unjustifiable and gross abuse of the parental prerogative in consuming the time of youth for personal aggrandizement. The effect of this practice is exhibited in the degradation of a large portion of community, and yet a thorough reformation is precluded by the peculiar sensitiveness of the American people relative to their rights. It should not be considered a servile obedience of a tyrannical law, but a voluntary submission of the few incommoded, to a law of their own making, as well as all others, for the great good of the whole. I cannot say that I am an advocate for such a law; but these reflections that have occupied my mind I throw out incidentally, and leave all to their own conclusions while I pursue my investigations."

This plan will be likely to commend itself to teachers, but without arguing the question whether such an exercise of power on behalf of schools, by our government, would be judicious or in accordance with the spirit of our institutions, I would call attention to one or two things, which will be of service in securing a tolerable degree of regularity and punctuality of attendance on the part of pupils. Nothing can be as effectual, it is true, as this despotic "you must" which marks the Prussian and German systems. But the Spartan sentiment, that the children belong not to their parents but to the Republic, obtains little favor with us: indeed it seems to us sometimes as if both parents and Republic belong to the children. However this may be, it must be evident to all that a great change must be effected in public opinion before teachers

can hope to enter into the millenium which Prussian despotism has succeeded in establishing there. It will be hard to make our citizens believe that a power which *makes* us receive blessings, whether we will or not, will not sometimes be tyrannical and oppressive. Our government has always been extremely cautious in this respect. It regards both parent and child, and looks upon the former as the medium through which it must reach the latter. The consent and co-operation of the parent is considered as almost essential in any effort to educate and elevate the child. Even in those States where school systems have been longest established, where the public sentiment is unanimously in their favor, we see the same degree of caution observed, and laws which restrain the freedom of the parent or interfere with his control of his children's education, have been enacted only where the necessity was most obvious and essential to the success and existence even, of the educational system. We do not propose to question the wisdom of this prudence, but would suggest to teachers that they themselves can do much in the absence, not only of all rules and regulations, but even of a healthful public sentiment, on this subject.

A School Trustee once remarked in my hearing: "Teachers ought to be held responsible for the regularity and punctuality of their pupils." Without perhaps fully endorsing this sentiment, I still believe it is essentially correct. First, of course, teachers themselves must be always punctual. It is said of Mr. Tillinghast, that during the twelve or fourteen years in which he had charge of the Normal School at Bridgewater, he was never late but once. Such an unheard-of occurrence as *his* absence could only be accounted for on the ground of sickness, and a committee of the scholars was sent to wait upon him. They found him pacing his room absorbed in some philosophical investigation. The clock before him indicated half-past nine, but still by some mental hallucination he thought it was not yet nine. The force of such an example is almost irresistible. Another instance occurs to my mind: A teacher in Providence in going to his school was met by one of the patrons of the school, who wished to consult him in reference to his son. "Excuse me; I shall be late to school," was his reply. "Are you always so particular?" "I was never late at school in my life," said the teacher, and passed on his way. The necessity and the power of example is obvious and needs not to be enlarged upon. Another thing, second only to this, but the influence of which teachers are very apt to overlook, is the manner in

which they meet their pupils. What teacher, with a spark of enthusiasm for his profession or a particle of interest in his school, does not look with anxiety to see whether the accustomed faces are all there, and yet how few think of speaking to those pupils who have, perhaps, braved the rain or snow, in order to reach the school, commending them for the effort they have made. I often think of a remark which a grey haired man made to me, when I was leaving college for my first attempt at teaching. He had never been a teacher, but he knew human nature, and teachers need a knowledge of this quite as much as of books. "When John comes in," he says, "with his ears tingling with cold, tell him you had some fears that the cold weather would keep him at home this morning." Of course no teacher should say what he does not feel. But as I remarked, teachers often feel much anxiety in reference to the attendance of their pupils, but from want of thought never manifest their interest. Taking it for granted, then, that you are thus interested, as one after another of those whom distance, feeble health, bad walking, or stormy weather might detain, makes his appearance, let him know you were thinking of him, wondering whether any of these causes would be likely to keep him away. This notice need not, and in ordinary cases should not, be public. The approval of the teacher is enough, and it is all the more powerful with the child, for he feels it is not a form, which for the benefit of the school and as a kind of duty, you feel called upon to go through. "The teacher is thinking of me. The teacher will be disappointed if I do not come." Let the child feel this, and few children will be willing to stay away from school, except for the most imperative causes.

Another important matter, is the manner in which the teacher and pupils part. Scholars are generous, and they will not expect from the wearied teacher at the close of school, the same attention and the same sunny cheerfulness which greeted them in the morning. Their common sense will tell them it is not natural. But still let not care or vexation cloud your brow when you part with your school at night. Especially at the close of the week, take care that you and they leave the school-room without causes of discontent and ill feeling to brood over till the coming Monday. I was in a school not long since, where, although the teacher had been connected with it only two weeks, she had, nevertheless, become so well acquainted with her pupils, that on Friday night she

had something pleasant to say to each—something to approve, which she had observed and remembered *in every one*. The children were surprised at this mark of attention, and nothing could have been more gratifying than this evidence, that they were each individually the object of the teacher's regard. It is of no use to profess attachment to your school, and *talk* of your interest in the welfare of those under your care. Such evidence as this is worth a week of profession. Children do not reason as correctly as men, but they detect the true from the false with instinctive accuracy. In a few words, then, be punctual yourself; make your pupils *feel* that it is a real pleasure for you to meet them, and let the parting at night be sunny and cheerful, and you will have few cases where you will wish to invoke the aid of the iron rule of Prussia.

MANNERS AND MORALS.

It is one of the appropriate functions of teachers to improve the manners as well as the minds of scholars. We can hardly express our sense of the importance of this, and therefore advert to it again, a little more particularly. The dress and person of the pupil demand the teacher's notice. We know that many repudiate all responsibility in this matter, and declare that they will not interfere with the arrangements of the nursery, and that if parents choose to send their children to school in dirt and tatters, dirt and tatters it shall be for all of them. Well, '*de gustibus non disputandum*', we admit; but if parents will not do their duty, we see not how the conscientious teacher can feel himself absolved from a just moral obligation to do what he can to supply the lack of home culture. In respect to the tatters—if they are the result of carelessness and rudeness in play, let the cause be removed and the effect will disappear; if of shabby and slatternly habits, let the artillery of pleasant raillery begin to play upon them, followed, if necessary, by broadsides of burlesque and satire, and the evil will soon be cured; if of absolute poverty, of which there is not in this land one instance in ten thousand, then let the teacher earn hours of delicious happiness by naming the matter to the able and benevolent, if he has not the means himself, and find his reward in the silent gratitude that beams from the dear child's countenance from day to day. In respect to soiled hands and faces, the remedy is, happily, always on hand; it is simply soap and water and towels, with which every school-house should be plentifully supplied. No scholar should be allowed ever to come to recitation, or even to take his seat in the room, unless he is above criticism in these respects. Above all, let the teacher himself be a model

of neatness and simplicity in dress, and of immaculate purity and cleanliness in person. Let nothing short of earthquakes and convulsions ever suffer him to deviate in a single instance from this immutable rule. He had better forget his dinner than his tooth-brush; better fail to examine his favorite newspaper than his nails; better neglect, for the time, to brush up his ideas than his coat or hair; better omit, if need be, to polish his poetry than his boots.

There is a direct connection between purity of mind and body. They reciprocally aid each other. CARNEADES was no less of a philosopher than gentleman; and 'hellebore' is as good now as it was then. Pure thoughts will fly from a gross and filthy body like Jews from swine. Keen arguments rarely get into or out of a head all covered with a tangled and clotted mass of elf-locks. This duty cannot be neglected without sin. It is a theme upon which inspiration itself is not silent. "Know ye not that ye are the temple of God, and that the spirit of God dwelleth in you? If any man defile the temple of God, him will God destroy; for the temple of God is holy, WHICH TEMPLE YE ARE." Are teachers guiltless in this matter? Truth compels us to answer, No. We have been compelled to transact business with teachers, from the intolerable pollution and stench of whose presence we have been obliged to make a precipitate retreat to the door for fresh air. And oh! to think that innocent and susceptible children must be near and receive instruction and counsel from such monsters as these!

But again: The bearing and carriage, the manner of walking and sitting in the school-room, are not beneath the teacher's notice. These things are, to a certain extent, indices of character; the world notices them; success or failure in life is often dependent, more or less, upon them. A careless, noisy, shambling, slouching mode of entering and crossing the room; a lounging, sprawling attitude in recitation; a dull, listless, drawling tone—all these are proper subjects for the strictest vigilance and the sharpest reproof. A light, easy, and noiseless step, an erect and graceful position in the class, low, but prompt, clear, and distinct tones, should always be required with unbending rigor until the habit is firmly established.

And here, too, the teacher must lead the way by his own example. If the spirit is tried; if the body is weary and the head is aching; if the exhausted muscles almost refuse to sustain the sinking frame; still the teacher must bear up as well as he can and bravely persevere to the end. He must think of the influence of one wrong tone, of one act of impoliteness, of one careless remark, of one uncouth position, and hold on and hold out to the last.

The utmost refinement and courtesy should mark all the intercourse between the members of the school and between teacher and pupils. No head should ever be covered in the school-room. A subdued tone should always reign in every room and hall, even during recesses and all the intervals of study.

We recently visited a school, the master of which was perched upon his platform, with his chair poised upon two legs, minus coat, vest, and cravat, with sleeves rolled up and hair innocent of brush or comb; and yet this teacher is a man of fine scholarship and many noble qualities of mind and heart. He evidently had not thought of these things—at least, he had not seen them from our stand-point. If the scholars of some schools should find their teacher in that condition and position, they would stand petrified with astonishment; they could not credit their own senses; that teacher's power would be gone in a moment, and could never be recovered.

Reference has been made to the baleful consequences of impurity or lewdness of deportment and speech. A pen of fire dipped in gall and vitriol could not burn and blister this truth deep enough into the very marrow of the public heart. The mind shudders at the horrid details of facts on this subject.

The criminal neglect or niggardliness of trustees and building-committees is justly responsible for a large part of these appalling results, in not providing suitable retreats, completely sheltered from view, where the most shrinking delicacy may fearlessly retire. Modest and pure-minded children, across whose lip and heart no breath of taint has ever passed, enter these beastly and pestilent precincts, and in a few short months the work of demoralization is done. So speedy is this work of death, that the indelible stain is often there before the trusting parent had dreamed of danger. Over mind and heart and imagination the hot and prurient streams have rolled, and oh! the desolation and havoc that mark their course. Alas! earth has no fountain that can make those polluted ones pure again; no Lethæan wave that can whelm the consciousness of guilt.

But we will not dwell upon this sickening theme. It is one toward which the attention of the teacher should be carefully directed. The only safe principle is, to allow nothing that tends, either directly or indirectly, to excite the lower propensities. "No sound should be suffered from the lips; no word, or figure, or mark, should be allowed to reach the eyes, to deface the walls of the house or out-house, which could give offense to the most sensitive delicacy. This is the teacher's business. He must not be indifferent to it. He has no right to neglect it. He cannot transfer it to another. He, and he only, is responsible. It is impossible to be over-scrupulous in this matter. And the committee should see that the teacher does his duty; otherwise all his lessons in duty are of no avail, and the school, instead of being a source of purity, delicacy, and refinement, becomes a fountain of corruption, throwing out poisonous waters, and rendering the moral influence more pestiferous than the fabled fountain of old, over which no creature of heaven could fly and escape death."—*Illinois Teacher*.

WE 'LL TRY—AUTUMN EXAMINATION SONG.

Air—"YOUNG FOLKS AT HOME."

When Spring came, calling to the flowers,
"Come forth! There's work to do!
The blossoming for Summer hours,
And Autumn's ripening too;"
Did my little tender plant
Shrink down beneath the soil?
Did any flow'ret sigh "I can't!"
When called to rise and toil?
Ah! no! They said, "we'll try, we'll try!"
We'll see what we can do;
We'll bud and bloom, nor ever sigh,
The livelong Summer through."

In Spring-time, when before us lay
The work for Summer hours,
There came to cheer us on our way,
As sunshine cheers the flowers,
A kindly and a welcome band
Of friends and parents dear.
Oh! could we shrink from Summer's work
When these were smiling near?
Ah! no! We said, we'll try, we'll try!
We'll see what we can do;
We'll patient work, nor ever sigh,
The livelong Summer through.

The flowers that budded in the Spring
Have blossomed in the sun,
And Autumn's garnered sheaves may sing,
"The season's work is done!"
Kind friends, our season, too, is done;
Our Summer's work is o'er;
We would that, for each sheaf we've won,
We had a hundred more.
Cheered by your love we still will try
To see what we can do;
We'll patient toil, nor ever sigh,
The livelong Winter through.

M. B. C. S.

WELCOME THE TEARS.

Yes, welcome the Tears. Crowd them not back. Let them flow fast and freely. They will relieve thy burdened heart; the crystal tide will bear away thy heavy load of care or sorrow. No, drive them not back. Withhold them not when thy heart is panting for the cooling shower. Let them fall like rain. 'Tis but the bursting of the storm-cloud, and the sunshine already peers from behind. The shower will soften and subdue thy heart, wash away its dross, and dispel thy hard and murmuring thoughts. Bless God for tears! I have seen the old man and the child shed them, the wise and the simple, and they are a blessing to each.

I have seen those who were weighed down with sorrow, and no tears came to their relief. Ah! then, who would not find them a blessing? Or when the cup overflows with pleasure, which the tongue can no longer tell nor the heart contain, welcome the shining drops! Tears of joy or of sorrow: let them flow. One crystal drop of sympathy is worth more than a thousand wordy protestations. A tear on the cheek of crime—a genuine tear—speaks more hope of reform than a host of promises. To open this fountain, cause its waters to gush forth and soften the heart, will aid more to arouse to a nobler, better life, than a multitude of stern reproofs.

M. J. C.

THE WORD TRIBULATION.

The word *Tribulation* is derived from the Latin "tribulum," which was the threshing instrument or roller, whereby the Roman husbandman separated the corn from the husks; and "tribulatio," in its primary significance, was the act of this separation. But some Latin writer of the Christian Church appropriated the word and image for the setting forth of a higher truth; and sorrow, distress, and adversity being the means for the separating in men of whatever in them was light, trivial, and poor, from the solid and the true, their chaff from their wheat, therefore, he called these sorrows and trials "tribulations," threshings, that is, of the inner spiritual man, without which, there could be no fitting him for the heavenly garner. Now, in proof of my assertion that a single word is often a concentrated poem, a little grain of gold capable of being beaten out into a broad extent of gold leaf, I will quote, in reference to this very word "tribulation," a graceful composition, by George Wither, an early English poet, which you will at

once perceive is all wrapped up in this word, being from the first to the last only the expanding of the image and thought which this word has implicitly given. These are his lines :

Till from the straw, the flail the corn doth beat,
 Until the chaff be purged from the wheat,
 Yea, till the mill the grains in pieces tear,
 The richness of the flour will scarce appear.
 So, till men's persons great afflictions touch,
 If worth be found, their worth is not so much,
 Because, like wheat in straw, they have not yet
 That value which in threshing they may get.
 For till the bruising flails of God's corrections
 Have crushed out of us our vain affections;
 Till those corruptions which do misbecome us
 Are by Thy sacred Spirit winnowed from us;
 Until from us the straw of worldly treasures,
 Till all the dusty chaff of empty pleasures,
 Yea, till His flail upon us He doth lay,
 To thresh the husk of this our flesh away;
 And leave the soul uncovered; nay, yet more,
 Till God shall make our very spirit poor,
 We shall not up to highest wealth aspire;
 But then we shall; and that is my desire.

Trench on the Study of Words.

EXAMPLE OF A SUCCESSFUL TEACHER.

A most striking exemplification of successful instruction was often exhibited in the devoted labors of the late Josiah Holbrook, who, although the very extent of some of his plans for the advancement of popular education may have rendered their execution difficult for the endeavors of an individual, yet was uniformly successful in his attempts to introduce the study of natural objects, as a part of early education in all schools. Trusting to the power of attraction and development latent within a stone, picked up by the wayside, he would enter a school, with no other apparatus of instruction provided; and, holding up the familiar object, would succeed, by means of a few simple but skillfully-put questions, in creating an earnest desire in his young audience to be permitted to look more closely at the object. He would then hand it to them, and have it passed from one to another.

Having thus secured the preliminary advantage of *earnest attention*, his next step would be, by a few more brief questions, to lead his little class to a close and *careful examination* of the specimen submitted to their notice; and, to their surprise and delight, to enable them to see that the bit of granite in their hands—although

but one stone to the eye, at first sight—actually contained portions of three different kinds of rock. He would then give his pupils an unpretending but thoroughly effective exercise in *analysis*, by inducing them to point out distinctly each component element, apart, and to describe, at the moment of doing so, its points of difference from the others, by which the eye might recognize and the mind distinguish it.

Another stage, in the well-planned lessons of this true teacher, would lead to a yet closer *inspection* of the component elements in the object of observation, by the presentation of separate specimens of each, in *comparison* with the smaller portions of them perceptible in the stone. The transparency of the *mica*, its laminated form, its beauty to the eye, would all come up in turn, for due notice and remark; nor would its peculiar adaptation to several of the uses and conveniences of life be overlooked. The *quartz* element, with its beautiful crystalline aspect and forms, its value as a gem, its wide diffusion in the granular condition, its presence and its effects in the composition of rocks and soils—all briefly exemplified and enumerated—would form a copious subject of instruction and delight. The *feld-spar*, too, with its creamy tint and block-like configuration, and its valuable uses in the hands of the potter and the dentist, would come in for its share of delighted attention and studious observation.

Here was the true office of instruction faithfully exemplified. Here was genuine mental activity, on the part of the pupil; and here were its natural effects—vigorous, healthy expansion and development, together with the pure, natural, and salutary pleasure of intellectual exercise—more dear to the child than even his favorite play. Here, too, were effectually secured the moral influences of culture, docility, order, regularity, voluntary attention and application, gratitude to the instructor for personal favor and benefit consciously received, an earnest desire implanted for the true and enduring pleasures which spring from knowledge, and the first steps taken in the life-long pursuit of science. The teacher, having put himself in a true living relation to the mental constitution of his pupils, could, without delaying for formal calls to order or attention, proceed at once to the benign office of his vocation, as the guide of the young mind. By a wise preventive method—not by authority, rule, or penalty—he secured the devoted attention and good order of his pupils, and, not less, their own happiness, their sympathy with him, at the moment, and their habitual reverence for him, as the living source of knowledge.

After one lesson, such as has been described, the substantial and durable effect resulting from it was usually perceptible in the fact that, on the dismissal of the school, the juvenile members of Mr. Holbrook's audience would be found resorting to whatever place they thought likely to furnish them with specimens such as he had exhibited in his lesson. This was almost universally the case when the lesson happened to be given in a rural region, where objects of the kind in question were easily obtained. But, not less zeal for collecting specimens for juvenile cabinets would sometimes be manifested in the most confined sphere of city life, an instance of which it would be difficult for the writer to forget.

An eager group of little collectors were scrambling for specimens around the temporary shed of the stone-masons occupied in the erection of a public building. They were busily replenishing their pockets with such pieces as struck their fancy, and stopping now and then to compare specimens, or each to examine his own more closely. Drawing near to the juvenile company of geologists, as their heads were clubbed together in earnest inspection of a specimen, the observer heard one exclaim, "Well, I do not think it is the right kind. For, you know, Mr. Holbrook said the way to spell granite was not *g-r-a-n-i-t-e*, but '*mica, quartz, and feldspar*.' Now, there is not a bit of mica in any of these stones." The observer happened to know of Mr. Holbrook's visits to the school to which the boys belonged; and, as he saw that the little students had just found their way to the exact spot in investigation where Mr. H. would be glad to meet them, so as, by means of a little closer analysis, to enable them to detect the difference between granite and "sienite," he relieved their anxiety by telling them that they had not better throw away the pieces they had picked up, but carry them to the school-room, next morning, and ask Mr. Holbrook to tell them why there was no mica in their specimens, and what those black specks were. One of the little explorers returned to his home, on the following day, to tell, with a face all radiant with intelligence, about the quarries of Syene, in Egypt, the quarries of Quincy, and those of the "Granite" State, and even to go into some details, into which neither of his parents was sufficiently versed in science to follow him satisfactorily.—*Barnard's American Journal of Education*.

GOOD FUN.

BY MRS. S. P. DOUGHTY.

Come, jump up, Kitty! you have slept long enough, exclaimed Henry Williams, as he entered the family sitting-room on his return from school. Kitty was sleeping very quietly upon a cushioned chair, and seemed very much astonished, and by no means pleased, when Henry suddenly shook the cushion and threw her upon the floor.

A younger brother and sister of Henry were seated near by, building card-houses. To their great delight, they had at length succeeded in raising the frail structure to the fourth story, when the cat, in her descent, fell against it and knocked it all down.

At this misfortune, little Mary began to cry, and Willie, in his anger, pelted the cat with the fallen cards. All this noise and confusion awakened the baby, who was asleep in the cradle, and Mrs. Williams was obliged to lay aside her work and take her in her arms.

"See how much disturbance you have made, my son," she said, looking provokingly at Henry.

"It was not me, mother," he replied. "Kitty knocked down Willie's house."

"But who threw Kitty out of the chair, Henry? We were all quiet until you came."

"I did not mean to do any harm, mother. I only did it for fun."

"It was not *good* fun, Henry. There are two kinds of fun. I wish you would learn to choose the right kind."

"I like all kinds," was the careless reply of the boy, as he left the room to hang up his satchel.

In a few moments, mingled sounds of laughing and scolding were heard from the kitchen. Willie was sent by his mother to ask the cause, and soon returned with the information that Henry had crept behind Betsey, who was scrubbing the floor, and thrown a tumbler of water over her head and neck.

Of course Master Henry was immediately summoned to the sitting-room. The rogue came in with a merry smile upon his face, and seemed to pay little heed to his mother's remonstrances and reproofs.

"A little clean water never hurt any one," he said; "and Betty's face looked as if it needed washing."

Mrs. Williams felt grieved that her admonitions produced so little effect. Henry was an intelligent and affectionate boy; but his great love of mischief—or, as he called it, "of fun"—gave great pain to his mother; because she knew that he could never become a good and useful man, while he found his chief pleasure in doing what caused others trouble and sorrow.

She could not rejoice with him when he told her that he was to

have a week's holiday; for she knew that his presence at home would only add to her cares, as the younger children would be continually annoyed by his foolish pranks. And yet Henry thought he loved his mother very much. Was it not strange that he should be willing to grieve her thus?

The two first days of Henry's vacation passed much as his mother had expected. There was much noise and confusion; and, when inquiry was made as to the cause, it could almost always be traced to some trick played by this lover of fun.

Little Mary's new shoes, which were brought home one evening, and which she had, in the joy of her heart, placed by her bedside, that she might have them all ready to put on in the morning, seemed to have become most mysteriously short during the night.

"I am sure they fitted me very nicely last evening," exclaimed the little girl, as she tried in vain to get them on her foot. Her patience was soon exhausted, and the ready tears had begun to flow before her mother came to her relief.

"What is the matter, my daughter?" she asked kindly.

"Oh! mother, my foot has grown *so much* longer in the night, or else the shoes have shrunk. They will not go on at all."

Henry, who was passing through the entry at this time, paused to hear what his sister was saying, and laughed so heartily at the idea of the new shoes having shrunk, that Mary's tears began to flow afresh.

"Stop laughing, Henry," said Mrs. Williams, gravely, "and tell me who stuffed the toes of your sister's new shoes with paper?"

"I did it, mother; but was not Mary a little goosey not to find it out? Only think of her imagining that her foot had grown an inch, or else that the shoes had shrunk! Oh, dear! dear!" and again Henry laughed so that he had to lean against the wall for support. But, by this time, Mary's tears were dried, for the new shoes were on her feet, and she could even laugh a little herself, as she looked at her brother and saw him laughing so immoderately.

Betsey thought the witches must have got into the coffee-pot, for not one drop would pour through the nose, although the pot was full of nice, clear coffee. At length, a small and neatly-fitted little plug was discovered, while another laugh from Henry betrayed the offender.

After the discovery of these two tricks, no one wondered who played the many mischievous pranks which happened within the next two days.

Willie's hat, after being missing for several hours, was found suspended to the hall lamp. Mary's favorite doll disappeared for a whole day. The little girl mourned her loss very much; but, when she went to bed at night, to her great delight Miss Dolly was found quietly reposing beneath the bedclothes.

Betsey was awakened at an unreasonably early hour, one morning, by the loud crowing of a rooster, which she found perched upon

the footboard of her bed. In what manner or at what time it had been conveyed there, she never knew; but, of course, she regarded Henry as the author of the mischief.

Even the domestic animals, the horse and cow, the cat and the dog, seemed to look at Henry suspiciously, when he came near, as if they feared that he would play some trick upon them.

Thus matters went on until toward the evening of the second day of Henry's vacation, when he obtained leave to walk to the village with his father.

These walks he always enjoyed; for, as we have said before, Henry was an intelligent boy, and he loved to increase his little store of knowledge by asking his father questions concerning different subjects on which he wished to gain information.

For some time he was so much interested in listening to an account which his father was giving him of the habits of bees, that he thought of nothing else; but, on their return, his attention was attracted to a poor little girl passing by, with a large basket of blocks and chips upon her head, which she had picked up around some new houses which were building in the village. The child looked very happy as she trudged along with her load; and it was strange that a kind-hearted boy, like Henry, could take pleasure in spoiling her happiness; but the spirit of mischief was strong within him, and he thoughtlessly gave the basket a sly knock with a cane which he was swinging in his hand. Henry did not wait to see the large tears which rolled down the cheeks of the little girl as she saw all her treasures scattered upon the ground. He walked hastily away after his father, who had not observed the accident.

But there was a slight feeling of regret in his heart, as he thought of the trouble which the little girl had taken, and the time she had spent, in collecting so large a basket of wood.

"It was too bad to knock it down," he said to himself; "but then I guess she can pick it up easily enough."

Henry's conscience was not quite easy, however; and he really felt glad when, soon after they reached home, his father remembered an errand which he had neglected, and requested Henry to return to the village and attend to it.

At another time Henry might, perhaps, have regarded it as a hardship to take the long walk a second time; but now he felt pleased, for he thought it might give him an opportunity to see what the little girl had done about the wood.

"Very likely she has picked it up and carried it home before this time," he said to himself, as he hurried along.

Just then, on turning a corner of the road, he saw the child seated upon a stone, weeping bitterly, while her basket, nearly empty, stood by her side.

"Where is your wood, little girl?" he asked, hastily, as he walked up to her.

"They will not let me have it," she replied, still weeping. "I had my basket quite full, and a lady at the great white house had promised to give me fourpence for it; but now it is gone."

"But where is it gone?" asked Henry. "Why do you not pick it up?"

"A large boy knocked the basket from my head," replied the girl, looking rather doubtfully at Henry, for she did not feel sure that he was the person who had thus injured her.

"I know that," replied Henry; "I did it myself, but I am very sorry. But why did you not pick it up?"

"I tried to do so, sir; but the other children who have been gathering wood to-day, came up very quickly, and snatched away all that they could. They were not pleased with me, because I worked very hard to-day, and got a great many more pieces of wood than they did; and, when they saw my basketful spilled upon the ground, they were glad to get all they could of it. But I did want the fourpence *so much*."

"I will run after the children," exclaimed Henry, eagerly. "Which way did they go?"

"Some went down the lane, and others went on the cross-road, and two went on the turnpike," was the reply.

Henry saw at once that all pursuit would be in vain. He had a fourpence of his own in his pocket, with which he was intending to buy a new peg-top; but now he felt that it would be right to give it to the little girl.

"What were you going to buy with your fourpence?" he asked, as he hesitated for a moment what to do, not feeling quite willing to give up his top.

"I wanted to buy an orange for my little sick brother," she replied. "His mouth is very hot and dry, and I am sure he would like an orange; but mother has no money to buy him one, and they cost a good deal now. I remember, when I was sick once, a lady brought me one, and it tasted so very good. I am sure Willie would like one, and to-morrow I will try again to earn a fourpence to buy it. The lady in the store said she would give me a nice one for fourpence."

"But you need not wait till to-morrow," answered Henry, drawing the money from his pocket. "Here is a fourpence. Take it, and buy your brother the orange."

The bright smile and grateful "thank you" of the little girl, as she took the money, gave Henry far more pleasure than he had received from any of the funny tricks which he had played that day.

"I do not mean to like fun any more," he said to his mother, as he told her the whole story. "It makes me sad now to think how nearly I deprived that poor sick boy of his orange. But I am glad he has got it," he added, in a tone of satisfaction.

"There is no harm in liking fun, dear Henry, as I often told you before," replied his mother. "Only be sure to like the right kind."

"And how shall I know which is the right kind?" asked Henry, thoughtfully, for he was now in a good state to listen to his mother's instructions.

"A very simple rule will teach you this," said his mother. *Good fun* makes others happy; but mischievous, wicked fun, makes them unhappy."

"My fun is generally of the wrong kind," answered Henry, ingenuously; "but I will try to do better, mother. You shall see that I will play no more foolish tricks."

This was a good resolution, and it was well kept. It cost Henry many a hard struggle to overcome his love of mischief; but he did overcome it, and became remarkable for his thoughtful consideration of the feelings and welfare of others.—*Student and Schoolmate.*

EXTRACTS FROM THE REPORT OF THE SCHOOL TRUSTEES, OF THE CITY OF LAFAYETTE, JULY, 1856.

To the Mayor and Common Council of the City of Lafayette:

The School Trustees, in compliance with a duty they owe to the public, make the following report upon the history, the present condition and the future necessities of the Public School system of our city, and ask such action from your honorable body as the best interests of education and the good of the community demand:

A REVIEW OF WHAT HAS BEEN DONE.

The first effort made towards the establishment of common schools in our city, was the building of school house No. one, in the north-east part of the town, under the old district system. The citizens of district number 9, voluntarily levied a tax of 50 cents on the \$100 to accomplish that object. In 1852 a general law was passed, giving the control of all school matters to townships and incorporated cities. Under that act, the trustees appointed by the city council took possession of this property, completed and furnished the building and rented it for school purposes. This property, with the improvements, has cost about \$5,000.

In October, 1852, the trustees levied a tax of 50 cents on the \$100, upon the real and personal estate of the city, "for the purchase of lots and the building of school houses," and subsequently allowed the citizens of districts numbers seven and nine to apply in payment of this assessment the tax they had paid under the district levy of 1851. The revenue derived from this assessment, with our proportion of the State Common School funds, was appropriated to the purchase of the lot on which school house number two is situated, and in the building of the commodious school houses numbers two and three, the latter having been erected on ground leased from Solomon Romig. The lot, with

the building and furnishing of both houses, has cost not less than \$14,000.

In June, 1854, the schools were first opened, free to all entitled to their benefits, and were continued in operation until July, 1855. The Supreme Court having declared the law of 1852 defective, the 25 cent tax levied by the trustees in 1854 to sustain the schools, could not be collected, and consequently no funds were available to open the schools for the fall term of 1855. The trustees, however, decided to open the school buildings on the first of November, charging each scholar a rate of tuition sufficient to compensate the teachers.

At the request of the trustees in June, 1855, the city council levied a 40 cent tax under the general law passed that year, but the Treasurer of the county, who is authorized to collect this assessment, was under no obligation to account for the same until the month of May following; but this officer having expressed a willingness to advance a portion of the tax collected, the trustees determined to open a regular term (twenty-one weeks) of the schools on the 1st of February, and employed ten teachers to conduct them. Mr. A. J. Vawter, the present efficient Superintendent, was employed on the 1st of November last, and the rules and regulations which now govern the schools were adopted in January. These facts have been recited to show that the present system is yet in its infancy, and that the trustees appointed last June found it in a chaotic state. Notwithstanding the difficulties which it has encountered, the trustees are happy to state, judging from its fruits, that the Free School system has already accomplished much good. And it only remains for our citizens to furnish the means to liberally extend its advantages, to make our Common School system all that its most ardent friends could desire.

The trustees value all the property under their charge, for educational purposes, at \$20,000.

PRESENT CONDITION OF THE SCHOOLS.

The three school houses can accommodate eight hundred scholars. That is their full capacity. The number of scholars enrolled during the present term has been 1,088, and the average attendance has been only 615. A superintendent, ten teachers, and four assistant teachers have been employed, whose aggregate salaries amount to \$5,250 per annum. There are three grammar schools under the charge of three teachers and one assistant, with an average attendance of 133; four intermediate and secondary departments under the charge of four teachers, and three primary departments under the charge of three teachers and three assistants. The average attendance in these departments has been 482. Two of the grammar schools are under the charge of male teachers—the balance of the teachers are females.

From a frequent personal examination of the schools, all having been visited by some of the present trustees at least once a week,

INDIANA SCHOOL JOURNAL.

they have full confidence in the capacity and efficiency of the Superintendent and teachers, and believe they endeavor faithfully to perform their several duties.

RECEIPTS.

| | | |
|--|------------|------------|
| The assessment for 1855, amounted to... | | \$9,440.59 |
| Delinquencies | \$2,752.49 | |
| Erroneous Assessments | 58.09 | |
| County Treasurer's Fees | 349.89 | |
| Auditor's Fees | 199.80 | |
| | | \$3,360.27 |
| Received from City Tax | | \$6,080.32 |
| Add amount of 10 cent fund and interest of Common School fund | | 2,222.75 |
| Balance in School Treasurer's hands Feb. 18, 1856 | | 20.25 |
| | | \$8,323.32 |
| Whole amount | | |

DISBURSEMENTS.

| | | |
|---|------------|------------|
| Paid Superintendent and Teachers since Feb. 18, 1856 | \$1,028.75 | |
| Old Claims | 535.00 | |
| Incidental Expenses | 386.40 | |
| S. Romig for lease of ground | 200.00 | |
| | | \$2,150.15 |
| Amount on hand June 18, 1856 .. | | \$6,173.17 |

LIABILITIES.

| | | |
|---|----------|------------|
| Old Claims on File | \$618.08 | |
| Estimated cost of fences | 600.00 | |
| Amount due Superintendent and Teachers at close of term, July 15, 1856, about. | 1,625.00 | |
| Incidental expenses to close of term, about | 50.00 | |
| | | \$2,893.08 |
| Leaving on hand July 15, '56, about | | \$3,280.09 |

ESTIMATED EXPN'ES FOR THE NEXT SCHOOL TERM OF 21 WEEKS.

| | | |
|--|------------|------------|
| Salaries of Superintendent and Teachers as now employed | \$2,750.00 | |
| Incidental Expenses, including fuel, &c.. | 500.00 | |
| | | \$3,250.00 |
| Leaving a balance at the close of next term of | | \$30.09 |

FUTURE NECESSITIES.

As has been before stated, the present school houses will only accommodate 800 scholars. There are at least 1,250 children in the city of proper age to receive the advantages of a Free School education. About 200 children now attend private schools. There can be no question but that it is a public duty to provide for all the children of the city, who are entitled to the benefits of the common schools. And the schools should be of such a character as to invite all and include all. No good reason exists to prevent them from being of the highest grade in mental and moral discipline. Until quite recently our city was deficient in the proper means of education, and there is yet a great deficiency for the advanced instruction of our children. To obtain these advantages, we are now obliged to send them from home. But a few can afford to do this. Aside from the increased expense of sending children from us to be educated, they are deprived of those restraints and influences of home, which cannot find an equal substitute. It is in childhood and youth, that love and reverence for parents receive their strength, and the tendrils of a brother's and sister's affection are fastened upon the heart. A love for home should be one of the most cherished affections, and that love can only be developed and made enduring by childhood's happy associations therewith. The Trustees hope that the public spirit and parental affection of our citizens will ere long demand the establishment of a High School, endowed with every facility for an advanced or collegiate education, so that the children of our city may be kept under the influence of the good examples and just restraints of home until prepared to take their part in the active duties of life. What should be can be done, and when accomplished, no one would desire to return to the old paths.

The Trustees recently received a proposition from L. B. Stockton, Esq., to compromise the controversy in reference to the County Seminary property. If his terms had been such that the Trustees could have entertained them, they intended to have fitted up the grounds and building in a permanent manner for the High School of the city, including a primary department. That project is necessarily abandoned for the present, and the most prominent building in the city, which was erected at an early day at a large cost, for educational purposes, is destined to remain a while longer in its dilapidated and unsightly condition, a reproach upon the character of our city for enterprise and public spirit.

The only feasible plan which now offers to procure additional accommodations is the building of one or two wings to School House No. 1. A wing of two floors, capable of seating 150 scholars, will cost, furnished complete, not less than \$2,500. And each wing will increase the current expenses \$750. The Trustees recommend that one wing be erected immediately, and think that the cost can be met in part from the collection of delinquent taxes, and the balance anticipated from the next assessment. The other wing could be built early next season.

The power of taxation is a delicate one and should be exercised with extreme caution and only for undoubted public good. Common Schools are fast becoming the most valued of our domestic institutions. The entire community is interested in having them well sustained and increased in usefulness, even if all should not receive a direct benefit therefrom. To give these institutions a character in all respects worthy of our city, the Trustees have every confidence that its citizens will cheerfully tax themselves whatever may be necessary to accomplish the object.

The real and personal estate of the city has been assessed at about \$2,600,000.

| | |
|---|-------------|
| A tax of 40 cents on the \$100 will give..... | \$10,400 00 |
| Deduct 20 per cent. for delinquencies, commissions, &c. | 2,080 00 |
| | <hr/> |
| | \$8,320 00 |
| From delinquencies of 1855 | 1,500 00 |
| Add the 10 cent State fund and interest of Common | |
| School fund, say | 2,222 75 |
| | <hr/> |

Making an available fund for the next year of \$12,042 75

| | |
|--|-------------|
| The current expenses for the next year in- | |
| cluding additional teachers for the two | |
| wings of School-room No. 1, will be.. | \$7,700 00 |
| Cost of improvem'ts to school house No. 1 | 5,000 00 |
| | <hr/> |
| | \$12,700 00 |

This will leave a deficiency, with a 40 cent assessment, of..... \$657 25

It is evident that to provide accommodations in the Free Schools for all the children of the city who are by law entitled to their benefit, and to provide a system of education which shall prove satisfactory and just, the same tax that was levied last year will have to be assessed for the year ensuing, and the School Trustees therefore ask your Honorable Body to impose a tax of 40 cents upon the \$100 on the assessed value of the real and personal estate of the city, for school purposes, for the year 1857.

All of which is respectfully submitted,

| | |
|------------------|--------------------|
| C. F. WILSTACH, | } School Trustees. |
| ISRAEL SPENCER, | |
| ROBERT HEATH, | |
| RUDOLPH S. FORD, | |
| J. J. BINGHAM, | |

We have given the above an insertion, not so much as being the report of the city of Lafayette, but as the history of the infancy of the Free School system in our State. The same difficulties have met us everywhere, and in many portions of our State, the same encouraging success has attended the cause. Let a wise and prudent (but not over-cautious) policy be pursued, and our system of Public Instruction will soon be past its nonage and may boldly claim for itself all that its importance demands.—ED.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

THE EDITOR TO HIS MATHEMATICAL READERS:

We have received information indirectly that some of our readers have expressed a desire that we would insert some problems in our department "*not quite so tall.*" We know not the names of the persons who have thus expressed themselves, as not one word has ever been written or spoken to us in reference to this matter by any one of them. We now take the liberty of defining our position. We consider that this department will serve a better purpose by taking a respectable stand in reference to mathematical difficulties. Is it established as a medium by which students may get the solutions of the minor difficulties of Arithmetic or even of Algebra? Is it established for the use of those teachers who have obtained certificates to teach, not for their *ability* to teach, but for their *ability to pay* (the 50 cents), and who have scarcely enough arithmetical knowledge to enable them to use a Key? The student and the very poorly qualified teacher should seek for the solution of their many ordinary difficulties in the school-room at the hands of their moderately or well-qualified instructors. But when difficulties are encountered by the teacher of average ability, the mathematical department is open for its solution if it pertains to mathematics. It is true that a majority of the problems which have been proposed, have not been of the *most* simple character, nor do they seem to have been sufficiently "*tall*" to reach our mathematical professors whom we cordially invited to assist us in this department. Hereafter we shall be inclined occasionally to insert one which may reach them.

But how has it happened that we have failed to reach our mathematical professors, and yet have been above certain others who have looked, perhaps, with interest, to this department? We answer that there is a middle class of men who have done us the honor of becoming our correspondents both as proposers of problems and the solvers of difficulties. Of the 23 examples which have already been published, we have ourselves proposed 9, five of which have been the easiest examples of the whole number, some of them having been solved by students.

We have not rejected a single problem that has been sent to us, and, therefore, the character of the problems proposed has mainly depended on our correspondents. Whether things shall so continue rests with our readers. If you take no part you ought not to complain. If the problems are too difficult send easier ones to supplant them. We have this remark, however, to make in reference to the character of the problems which have already been given, that although some of you may not comprehend many of them at present, either on account of youth or because you may have had but little practice in mathematics, yet the time may come when you will look on these problems and their solutions as treasures.

We have heard it intimated, that some would like this department to give the best method of teaching arithmetic. To such we would say, that all articles in reference to teaching should be sent to the resident editor and not to us.

We confess that we have not time nor inclination to write an article on this subject, but would be glad to hear from some one who knows the *best* method or even a *good* method of teaching this subject. We could give our views much better in an Institute or Teachers' Association.

RATIO No. 2.

Since writing the article on Ratio for the *May* number of the *Journal* we have ascertained *Lacroix's* real position in reference to the expression of ratio. We quote the following from his *Arithmetic*, p. 86:

"Je continuerai de prendre le consequent du rapport pour le numerateur de la fraction qui exprime le rapport et l'antecedent pour le denominateur."

Hence *Lacroix* should be classed with those who would express the ratio of a to b by $(b \div a)$, and he is the only French author that does so, so far as our knowledge extends. We add the following to those already given who express ratio just the reverse of *Lacroix*:—*Buxton, Hadden, Keith, Whiston, Maclaurin, De Morgan, Peacock, Darley, Byrne, Barlow, Woolhouse, Tate, Tacquet, Briot, and Tillinghast.*

Let us now see what arguments have been adduced for expressing ratio after the manner of *Young, Lacroix, Davies, Ray*, and a few others.

Young in his *Algebra* says, "In expressing the geometrical ratio of two quantities, it matters not whether the second term be divided by the first, as is done here, or the first term by the second; but whichever way is fixed upon, that must be preserved. It is however usual, when ratios of different magnitudes are compared, to express them by the division of the first term by the second, thus: the ratio of 4 to 2 is said to be greater than that of 4 to 3, because $4 \div 2$ is greater than $4 \div 3$: but, in the investigation of properties, the way used in the text is rather preferable."

From this quotation it may be seen that *Mr. Young* adopted one mode of expressing ratio when comparing the magnitudes of ratios, but another in the investigation of properties. Why he considered that in the latter case it is "rather preferable" to divide consequent by antecedent we cannot discover.

Dr. Davies is the only author that we know of who has given a formal defense of this *new* method, for so we consider it. He says he has adopted it "only after the most careful consideration of the arguments existing in favor of each."

Let us now examine his arguments. His first is that "this use of the term *ratio* is perfectly consonant with its employment in ordinary language." This we deny. But even if it were true, it would not be unanswerable, for *proportion* in common language does not mean the same as it does in mathematical language.

Again, he says, "In comparing numbers, the mind necessarily fixes upon 1 as a standard, and all subsequent numbers are regarded as formed from it; therefore, when we inquire what is the relation between 1 and 8, the mind naturally goes through the process of dividing 8 by 1, and the ratio thus found is regarded as the true measure of the relation."

The *Dr.* seems to be singularly unfortunate in the last sentence, owing to a confusion of ideas. The conclusion does not follow from the premiss. We

presume that he considers that "the relation between 1 and 8" is the same as the relation of 1 to 8.

Now a direct answer to the question "what is the relation of 1 to 8," would naturally be "1 is the eighth part of 8," and not 8 is 8 times 1. Also, if we were asked "what is the relation of 6 to 2," we would answer "6 is 3 times 2," and not "2 is $\frac{1}{3}$ of 6." The relation of 6 to 2 is the same as the relation of 3 to 1.

Let us here borrow a very apt illustration from Prof. Dodd. Suppose that *A* is the father of *B* or that *B* is the son of *A*. If we were asked "what is the relation of *A* to *B*," we would answer, "*A* is the father of *B*," and not according to the unnatural method of the Dr., "*B* is the son of *A*." And if we were asked "what is the relation of *B* to *A*," we would naturally answer, "*B* is the son of *A*."

The Dr. draws another argument from the "Rule of Three." He says, "In order to find the fourth term we have only to multiply the third by the ratio of the first to the second." "This simple rule, for finding the fourth term, cannot be given, unless we define ratio to be the quotient of the second term divided by the first. Convenience, therefore, as well as general analogy, indicates this as the proper definition of the term ratio."

Although Mr. Davies is correct in saying that this simple rule cannot be given with the other definition of ratio, yet another equally simple can be given to suit what we claim to be the correct definition; viz.:—"To find the fourth term of a fourth term of a proposition, divide the product of the third and the second term by the first, or what is the same thing, divide the third term by the ratio of the first to the second."

"Convenience and general analogy," then, do not indicate the Doctor's definition of ratio.

We come now to the only argument offered by Mr. Davies which ever possessed any force in our mind. That force however ceased to exist after the argument had been fully considered.

"As far as I have examined, all the authors who have defined the ratio of two numbers to be the quotient of the first divided by the second, have departed from that definition in the case of a geometrical progression. They have there used the word ratio, to express the quotient of the second term divided by the first, and this without any explanation of a change in the definition."

He also says in another work from which we have already quoted, that "The ratio of a progression is only the ratio of one term to the succeeding one." If he had used *preceding* instead of "*succeeding*" we would not dispute with him. Mr. Byrnes says in his "*Doctrine of Proportion*," p. 4, that "In the geometrical series, $a, ar, ar^2, ar^3, \&c.$, the ratio of the first term to the second, the second to the third, the third to the fourth, is expressed by $1 \div r$, and not by r ." "It is less troublesome to express the common ratio *inversely*, as then one number will suffice. For instance, if 1 : 5 be the common ratio of the terms *directly* taken, 5 : 1 will be their ratio *inversely* taken; and therefore if we only specify the number 5, that will designate the inverse ratio of the terms. Hence, in algebraical works, wh never we meet with the expression—'the ratio of a geometrical series,'—we are generally to understand the

inverse ratio. Thus 5 is the ratio of this series, and r the ratio of the above; that is, the ratio of these numbers to unity, expresses the inverse ratio of the terms."—*Darley's Al.*, p. 100.

"A geometric series is one where each succeeding term is the same multiple of the preceding, the word multiple being taken in its largest sense. *

* * A geometric series may be otherwise defined to mean a series whose successive terms bear the same ratio to each other: thus, if a, b, c, d, e , &c., represent the successive terms of such a series, the ratios $b \div a, c \div b, d \div c, e \div d$, &c., are severally equal to each other, and consequently their inverse ratios $b \div a, c \div b, d \div c, e \div d$, &c., are likewise equal to each other; if we call r the value of this inverse ratio we have

$$b \div a = r, d \div c = r, e \div d = r, \&c."—[Peacock's Al.]$$

These quotations show that there are some authors who explain what they mean by a geometrical *ratio*, and wherein the *common ratio* of a geometrical series differs from the ratio of two consecutive terms of the series, or in other words that by the ratio of a geometrical series they mean the *inverse* ratio of any term to that which succeeds it, or the *direct* ratio of any term to that which precedes it. The explanation of Prof. Dodd is, that when we say the ratio of a geometrical progression is 2, it "simply means that each progressive term has the ratio of 2 to the preceding term."

In a geometrical series as a, ar, ar^2, ar^3 , &c., we think it more philosophic to call r the constant multiplier or *rate* of the progression. We consider it unfortunate that the expression "the *ratio* of a progression" ever came into use, since it will not bear the test of criticism. We properly talk of the *rate* of increase and decrease, and therefore we think it would be much better to say the *rate* of a progression.

The French do this very thing, for they speak of the *ratio* (*rapport*) of one number to another, but the *rate* (*raison*) of a progression.

"On appelle PROGRESSION GEOMETRIQUE une suite de quantites telles que le rapport de deux consecutives est constant Le RAPPORT de chaque terme au precedent renomme RAISON."—Briot.

We call a GEOMETRICAL PROGRESSION a series of quantities such that the ratio of two consecutive ones is constant. The *RATIO* of each term to the preceding is called the *RATE*.

We have still another argument to offer in favor of dividing antecedent by consequent to express the ratio of two quantities. The ratio of 6 to 2 all agree in representing by $6 : 2$. The symbol $:$ is the sign of division, hence $6 : 2$ is the same as $6 \div 2$. Therefore if $6 : 2$ correctly expresses the ratio of 6 to 2, that ratio expressed in its abridged form must be 3 and not $\frac{3}{2}$ as Dr. Davies would have it.

Among English and French writers, the most general way of representing that the ratio of a to b is equal to the ratio of c to d is as follows:

$$a : b : : c : d$$

Oughtred is said to have invented the symbol $::$ to denote the similitude of ratios, and Dr. Pell the symbol \div for division. Grunnd says that sometimes in old English writers the following method of representing proportions is met, viz.:—

$$a \div b : : c \div d$$

The German writers and some American ones also represent proportions thus,

$$a : b = c : d$$

We have never seen the symbol \div used for division in any German work. The line between the dots is always omitted. The symbol $:$ is also classed by some American writers as a sign of division.

From these facts we gather that the real meaning of the proportion

$$a : b :: c : d$$

is

$$a \div b = c \div d$$

If we adopt *Dr. Davies'* definition of ratio we ought to invent a method of representing proportions which would not conflict with it.

It may be objected that we use the dots thus,

$$2 : 4 : 8 : 16 : 32$$

This mode which is sometimes adopted we consider defective. Some French writers, perhaps all, would write

$$\div 2 : 4 : 8 : 16 : 32$$

in order to indicate a geometrical series. The symbol \div was invented by Oughtred. We may consider that the symbol \div denotes that the division is to be reversed and then the quotients or ratios are equal or that it in connection with the other dots constitutes one symbol. We have endeavored in this article to show that the time-honored mode of expressing ratio is the most natural, and also that it agrees with the history of the signs used to represent a proportion. We have also shown that the seeming discrepancy in reference to a geometrical series is owing to the fact that the word ratio has been used to express a given rate, or for the common inverse ratio of any two consecutive terms.

Dr. Davies claims the necessity for a uniformity which, we think, can be better taught by speaking of the *rate* of a progression and adhering to the old definition than by adopting the new definition. H. N. Robinson, whom we classed with Dr. Davies in our last article, in his recent work upon Calculus, calls the differential co-efficient the ratio of the function to the variable. There is something so natural in the correct method of indicating ratio that it is hard for men to keep wrong although they start so.

We shall close our defense of the right by referring those who feel an interest in this subject to *Dodd's Geometry* and giving a quotation from *Byrne's Doctrine of Proportion*:

"The term ratio has been applied by mathematical writers to signify different relations, besides that relation which Euclid intended it to express; this has led to a great deal of confusion, and should be discontinued, or the difference shown when such term is used. Some writers differ so far from Euclid's plan, as to say, 'it matters not whether we consider how often the first term contains the second, or how often the second contains the first; now, according to the principles laid down in Euclid's Fifth Book, 12 : 3 is said to be a greater ratio than 12 : 4, because 12 contains 4 a greater number of times than 12 contains 3. Quite the contrary conclusion must be come to, if we consider how often the second term contains the first. This latter plan of comparing ratios must be instituted for the purpose of differing from Euclid, as it is not in any way superior; and besides, the disorder that must follow in the comparison of ratios, by plans so widely differing: for that which is called a greater ratio by one, is a less ratio by the other.'" W. D. H.

EDITORIAL MISCELLANY.

The following letter addressed to Professor Barnes, President of the Teachers' Association, explains the absence of Col. Bryant, who was advertised to address the late convention at Lafayette:

WILLIAMSPORT, Aug. 23d, 1856.

DEAR SIR:—It was announced that I would deliver an address to the State Teachers' Association, on Wednesday, 20th inst. As I did not appear to discharge the duty assigned me, it is due to myself and the Association, that I should state the reasons of my failure. I had prepared an address, the subject of which was *The Bible as a Common School Book*, and made arrangements to be at Lafayette at the time appointed. I sent word to the stage driver to call for me in the morning, but getting a load of passengers through to Crawfordsville, and as I went only to Attica, he left me behind. As soon as I learned the fact, I went to the town of Attica, and found the stage from Terre Haute to Lafayette gone; my only resource was then the packet boat, which ought to have arrived at Attica at 11 A. M., on her way to Lafayette. I remained at the packet office from 8 A. M. to 3 P. M., except when endeavoring to procure a private conveyance, and seeing no prospect of the packet, and it being then too late to reach Lafayette in time, I reluctantly returned home. The number of political gatherings, of which there was one that day in my own county, makes it generally impossible to obtain private conveyances, and public ones are very uncertain. This Fall, our railroad will be completed, and I trust our facilities for travel improved. I feel very much vexed at the disappointment, and beg you to communicate my explanation to the members of the Association, in which I feel a deep interest, as you may have opportunities of doing so, or it may be thought that my feelings are so much enlisted in the political controversy that I made the Association a matter of subordinate importance, which is not the fact, although I confess that I do feel a deep anxiety concerning the condition of the country, and will spare no effort to ensure the success of my political principles, believing that the question whether this is to be a republic or a despotism is to be settled now.

With great respect,

Your ob't serv't,

JAMES R. M. BRYANT.

A Correspondent writes:—"Our Wayne County Teachers' Association re-organized at the last meeting by making the following appointments for one year: W. D. Henkle, Superintendent; J. Hurty, to the Department of English Grammar; M. C. Stevens, Arithmetic; J. S. Wilson, General History and National and State politics; L. A. Estes, Natural Science; Miss M. W. Brown, Geography; J. F. Stoddard, Didactics and School Government; Wm. Morgan, Higher Mathematics.

I think we have now an organization that will be the most efficient of any in the State. We meet monthly.

PHONETIC CONVENTION.—The undersigned Executive Committee, appointed by the Indiana Phonetic Society, do hereby call a Convention, to be held at Knightstown, Henry County, Ind., on Thursday, the 16th day of Oct., 1856, for the purpose of discussing the Phonetic system of instruction, as an efficient means of facilitating the cause of education.

All the friends of Education are respectfully invited to attend.

DANIEL KOWP, } Ex. Com.
ISAAC HIATT, }

ROSS'S SCHOOL FURNITURE.—We desire to make a correction in regard to our notice in the August No., of Ross's School Furniture. Instead of ranking him among the first, who introduced the manufacture of improved School Furniture, we should have stated that he was the originator of the enterprise, and therefore, in point of time takes precedence of all others.

We also neglected to say, that his furniture can be easily taken apart, thus making transportation cheaper, and preserving the articles uninjured.

E. P. C.

MOORE'S HILL MALE AND FEMALE COLLEGIATE INSTITUTE.—This Institution is, we are told, in a flourishing condition. We congratulate its friends and patrons upon the completion of their new and spacious building. The school is under the direction of the following able corps of teachers:

Mental and Moral Science, Prof. S. R. Adams, Pres.

Mathematics and Natural Science, Prof. G. Curtis.

Preparatory Department, Mr. Thomas Olcott.

Teacher of Music, Miss Haughton.

We have received Catalogues of various Institutions, for which the senders will accept our thanks—among others, of the University at Urbana, Ohio, under the care and patronage of "The Church of the New Jerusalem." Also, of the White Water Presbyterial Academy, Dunlapville, Union County, Ind. Rev. Russell B. Abbott, Principal.

Evansville Commercial College, Evansville, Ind. Jeremiah Behm, Principal. Mr. Behm's card will be found among our advertising columns.

Asbury Female Institute. Rev. Geo. A. Chase, Principal.

South Western State Normal School, Lebanon, Warren County, Ohio. Alfred Holbrook, Principal. We rejoice to see the success of this institution. It is just entering upon its second year. During the past year, it numbered 245 students.

We have also received the Regulations adopted by the Board of Trustees of the Public Schools of New Albany, Ind.

Ipswich Female Seminary, Ipswich, Mass. Rev. John P. Cowles and Mrs. Eunice C. Cowles, Principals.

We are also indebted for several valuable Reports and Addresses on Educational topics. Among them, the Report for 1856, of the Superintendent of Common Schools of Connecticut, to the General Assembly. John D. Philbuck, Superintendent.

The Nineteenth Annual Report of the Board of Education of Massachusetts.

The Report of L. W. Bulkley, Superintendent of the Schools of Brooklyn, N. Y.

The Baccalaureate to the Graduating Class of the Indiana University at the Commencement of 1856, by Rev. Wm M. Daily, D.D., President; and the Address of Henry K. Oliver, Esq., at the Dedication of the Broad Street School House, Salem, Mass.

The New York Teacher has undergone some change in its Proprietorship and Editorial management. Previously it was the property of the State Association. It has now been disposed of to James Cruikshank, formerly its publishing agent, but now its Editor and Publisher. It is still under the direction of the State Association, and has a Board of Assistant Editors appointed by that Association. Among these we see the name of its recent able Resident Editor, Alexander Wilder. Under his care the New York Teacher has been deservedly popular. It has not been so *Professional* that it was not *readable*, an extreme into which the periodicals of Teachers are not only very *liable* to fall, but into which a large portion *do* fall. The reiteration of common-place ideas in regard to education, no matter how true, should not form the greatest portion of such a Journal. Much as teachers need instruction, it is of no use to preach if you cannot find listeners. I presume I am not alone in my opinion when I say, that our Educational literature is of too heavy a character. The New York Teacher, under the care of Mr. Wilder, cannot be chargeable with this fault. In the opinion of some, it has gone too near the other extreme.

The English papers are filled with the recent extraordinary discovery of Mr. Bessemer, by which Iron in the crude state is converted into Steel of excellent quality, and also into Malleable Iron, without the use of fire. "Paradoxical as it may seem, it is not the less true, that he has achieved this great result by the application to the iron in its transition state from the blast furnace to the condition of the ingot, of a heat inconceivably intense, generated without furnace or fuel and simply by blasts of cold air."

An experiment was recently made by Mr. Bessemer in the presence of a large number of distinguished scientific men, engineers, and iron-masters in England, and in 24 minutes a mass of crude cast iron weighing six hundred weight, three quarters, and eighteen pounds was converted into steel of the finest quality. Its weight after the operation, was six hundred weight. Another trial on a much larger scale is to come off soon, and the claims of Mr. B. will be subjected to the most rigid investigation. If his discovery should prove to be all which he claims for it, its value can hardly be estimated.

SALARIES OF BOSTON TEACHERS.—At a recent meeting of the Boston School Committee, it was ordered, that the Salaries of the Principals of the Latin, English High, and Girls' High and Normal Schools, be \$2,400 for the first year's service, with an increase of \$100 for each additional year, till the salary reaches \$2,800; and that the masters now connected with the Latin and English High Schools be paid \$2,800: that the salaries of the sub-masters of the Latin and English High Schools. and of the masters of the Grammar Schools, be \$1,600 for the first year's service, with an increase of \$100 each succeeding year till they amount to \$2,000: that those of the ushers of the

High Schools, and of the sub-masters of the Grammar Schools, be \$1,200 for the first year, with an annual increase of \$100 till they amount to \$1,800: that those of the ushers of the Grammar Schools be \$800 the first year, with an annual increase till they amount to \$1,000: that those of the Primary School teachers, and of the female assistants in the Grammar Schools, be \$300 the first year, with an annual increase of \$50 till they amount to \$450; that the first head assistant in the Normal School be paid \$600; other assistants \$500, and the head assistants in the Grammar Schools \$500.—*Mass. Teacher.*

OUR EXCHANGES.—Barnard's Journal of Education for September, a bi-monthly periodical of two hundred pages, has just reached us. We are most happy to receive this valuable journal, which, in our estimation, stands first among educational periodicals. Every teacher who makes teaching a profession, ought to have this or its brother of the same name published at New York, under the Editorial care of Rev. Absalom Peters and Hon. S. S. Randall. These two works commenced the year together, but after the issue of the second number separated, and we have now two able periodicals of the highest order of literary merit bearing the same name: one at Hartford, the other at New York. We give an extract from Barnard's September Number in our present issue of the Journal. Teachers, if you want a first rate, full grown Educational Periodical, subscribe for Barnard's American Journal of Education or its New York cotemporary. Terms of each, three dollars a year.

PERSONAL.

Mr. M. Edgerton, formerly teacher of the Richmond Grammar School, has taken charge of one of the schools in Cambridge City.

John W. Dickinson has been appointed Principal of the Westfield Normal School, Westfield, Mass., filling the vacancy recently made by the resignation of Mr. Wm. H. Wells.

Mr. E. E. White has resigned his office as Principal of the Cleveland Central High School, and Mr. Wm. S. Palmer has been chosen to fill the vacancy. Mr. White retains a connection with the School as Teacher of Mathematics and Natural Sciences.

Mr. — Follet, late Teacher in the Ohio Institution for the Education of the Blind, has been appointed Principal in the High School, Columbus.

BOOK NOTICES.

COLTON & FITCH'S INTRODUCTORY SCHOOL GEOGRAPHY. Published by J. H. Colton & Co., New York.

In no branch of study is the competition in school books more active than in Geographies. Colton & Co. have published a complete series, including Physical Geography as well as Descriptive. These works we have alluded to before. They are executed in fine style; the illustrations are in good taste. Their arrangement as text-books is excellent. Of Fitch's Physical Geographies, one hundred thousand have already been sold.

Another excellent series of Geographies is that published by A. S. Barnes & Co., New York. This series consists of three: A very small Primary work, which the adaptation of Monteith's Manual to young children makes almost unnecessary. This second work, the Manual, which is a Primary and Intermediate Geography, is an excellent text-book. The illustrations are not as well executed as those of Colton, but the whole plan of the work is a good one. It combines History and Astronomy with Geography. Monteith's Manual has enjoyed a wide popularity. Its publishers have made liberal expenditure in bringing out the present revised edition.

McNally's is the last and highest book of the series, and compares well with its rivals. Its sectional lines at the bottom of the map are a new and original feature. Nothing but a thorough trial in the school-room would enable us to decide which of the Geographical series now competing for public favor is the best—perhaps not even then.

We have received from Fowler & Wells, New York, "The Reporter's Manual" and the "Phonographic Teacher," for which we are much obliged.

EXERCISES ON WORDS. By William Russell. Publishers: Whittemore, Niles & Hall.

Designed to secure a thorough knowledge of words, and to give expertness on their use. The work is very thorough and contains exercises in Etymological Analysis in all its parts; also on the signification and meaning of words, and on Synonyms, and indeed, on every thing which pertains to a most accurate knowledge of our language. Too little attention is given to this branch of study in all grades of schools, and every teacher will find in this book a fund of useful information and valuable suggestions. The work is practical, and being the course pursued by Prof. Russell himself with his classes, may be used with advantage in all the higher grades of our schools. Prof. Russell is well known as a most accomplished elocutionist and successful teacher.

CHRONOLOGICAL HISTORY OF THE UNITED STATES, with Plates on Bem's Principle. By Elizabeth P. Peabody. Sheldon, Blakeman & Co., New York.

Miss Peabody is a sister of Mrs. Horace Mann, with whom she was for some years associated in a school in Boston. For years she has given her attention to the introduction of the best mode of teaching History.

The best notice of this work which we can give, will be by extracts from an article entitled, "Bem's Method of History," which was sent us by the

Author some time since. It is too long for publication entire in our columns, but such portions of it as most fully explain the method adopted by General Bem, will be given in our November Number, and we ask the especial attention of Teachers to it.

WEBB'S SERIES OF READERS. Published by Sheldon, Blakeman & Co.

We have partially examined this series of Readers. In the portion designed for Primary scholars, we think more illustrations are desirable. The "Word Method," the true way of teaching beginners, is adopted. The words selected are suitable to the purpose; such as can be easily formed into sentences and represent objects with which the youngest pupils are familiar. It is time that the old way of teaching the Alphabet was exploded. It is absurd to keep little children at work during the three or six months, and often longer, learning what to them has no meaning. The letters stand for certain sounds, but between the names of the letters and their sounds there is no connection, and when these twenty-six unmeaning names are learned, the child is no better able to learn words than he was before he knew a single letter. The natural development of the mind under a kind of teaching which interests the child, and awakens thought, is generally overlooked. Experience has shown that children taught by the "Word Method," usually acquire the names of the letters also, without any special attention to this point on the part of the teacher, and quite as soon as when the whole attention is given to that alone. Such has been the experience in Cleveland, as we see by the report of Mr. Freese.

This series of Readers we will allude to again, when we have had an opportunity to examine them further.

Quite a number of books have been received, but further notice must be deferred till our next number.

We have commenced, as we promised in our last number, a Teachers' Directory. We shall continue it in succeeding numbers, and as it is important that this should be correct, we wish those of our subscribers who are teachers would inform us to that effect.

The American Educational Year Book for 1857 will be issued in a short time. This will contain a Directory of all the permanently employed teachers in the United States. The Publishers rely upon us to assist them from our subscription books in making out the list, especially of Indiana Teachers.

We, therefore, call upon our subscribers to furnish us, at an early day, with the necessary information. Remember it is not enough that your names are in our books. We wish to know who are teachers.

Any mistake that may occur in our Directory, we will correct as soon as notified of it.

An advertisement of the "Year Book," received too late for insertion in this number, will appear in our next.

Mr. H. G. Wilson, of New Albany, Agent of Winthrop B. Smith & Co., at the late Teachers' Convention at Lafayette volunteered to act as agent for the Journal. He has already sent us between thirty and forty names. The Journal is much indebted to him.

TEACHERS' DIRECTORY.

- Rev. S. R. Adams, Wilmington, Ind.
 Miss Jane Avery, New Albany, Ind.
 Charles Barnes, Superintendent of Schools, New Albany, Ind.
 Miss Martha W. Brown, Richmond, Ind.
 Miss Martha Barr, Indianapolis, Ind.
 Miss Betty Bates, Indianapolis, Ind.
 Geo. W. Bronson, Grammar School, Indianapolis, Ind.
 Miss Artie Belles, Cynthiana, Ky.
 Prof. E. E. E. Bragdon, President of Asbury University, Greencastle, Ind.
 S. P. Bronson, Burlington, Ky.
 Jeremiah Behm, Commercial College, Evansville, Ind.
 R. H. Bowen, Aurora, Ind.
 E. M. Butler, Pendleton, Ind.
 Miss A. J. Boutelle, New Albany, Ind.
 Prof. Wm. Bishop, South Hanover, Ind.
 J. K. M. Caskey, Lexington, Scott County, Ind.
 Miss Eveline Cox, Richmond, Ind.
 Prof. James R. Challen, N. W. C. University, Indianapolis, Ind.
 Miss M. J. Chamberlain, Indianapolis, Ind.
 Geo. A. Chase, Principal of Asbury Female Institute, Greencastle, Ind.
 E. P. Cole, Evansville, Ind.
 John M. Coyner, Waveland, Ind.
 Rev. J. G. Craven, President of Eleutherian College, Lancaster, Ind.
 Miss Elizabeth A. Coburn, Indianapolis, Ind.
 Miss M. J. Chamberlain, Indianapolis, Ind.
 Rev. B. H. Cruzan, Grammar School, New Albany, Ind.
 Miss I. Crawford, New Albany, Ind.
 J. L. Campbell, Prof. of Mathematics, Wabash Col., Crawfordsville, Ind.
 John B. Clark, Lagrange, Lagrange County, Ind.
 Wm. M. Daily, D.D., President of State University, Bloomington, Ind.
 George M. Dewey, Union School, Buchanan, Mich.
 Miss Martha De'Warr, Indianapolis, Ind.
 L. A. Estes, Friends' School, Richmond, Ind.
 Mervin Edgerton, Cambridge City, Ind.
 J. B. Follett, Union School, Rising Sun, Ind.
 E. O. Hovey, Prof. of Chem. and Geol., Wabash Col., Crawfordsville, Ind.
 A. M. Hadley, Principal of Preparatory Department, Wabash College.
 Josiah Hurty, Superintendent of Schools, Richmond, Ind.
 W. D. Henkle, Principal of Greenmount College, Richmond, Ind.
 G. W. Hoss, Prof. of Mathematics, N. W. C. University, Indianapolis, Ind.
 Miss C. T. Hobart, Indianapolis, Ind.
 Miss L. M. Higgins, Grammar School, Indianapolis, Ind.
 B. T. Hoyt, Principal of Indiana Female College, Indianapolis, Ind.
 J. W. Husher, Greencastle, Ind.
 Prof. H. B. Hibben, Greencastle, Ind.
 Miss S. C. Hall, Indianapolis, Ind.

- G. S. Houghton, Grammar School, Indianapolis, Ind.
 Miss Mary Harrison, Indianapolis, Ind.
 B. C. Hobbs, Annapolis, Parke County, Ind.
 R. M. Johnson, Union School, Laporte, Ind.
 G. D. Kent, Rensselaer, Ind.
 Miss E. Kirlin, Indianapolis, Ind.
 Miss A. Keithley, New Albany, Ind.
 B. L. Lang, Prof. of Mathematics, Kenyon College, Gambier, Ohio.
 Samuel P. Lathrop, High School, Indianapolis, Ind.
 Jas. G. May, Grammar School, New Albany, Ind.
 Rev. Caleb Mills, State Superintendent of Schools, Crawfordsville, Ind.
 Miss Lora Mills, Mooresville, Ind.
 Miss E. M. Marsee, Indianapolis, Ind.
 Thomas Metcalf, Grammar School, West Roxbury, Mass.
 Miss R. L. Moore, Indianapolis, Ind.
 J. M. McLane, Superintendent of Schools, Madison, Ind.
 R. W. McFarland, Antrim, Ohio.
 Wm. M. M. May, Grammar School, New Albany, Ind.
 Miss Georgiana Nichols, High School, Indianapolis, Ind.
 Thomas Olcott, Moore's Hill, Dearborn County, Ind.
 Miss E. Pierson, Indianapolis, Ind.
 Miss M. Poage, New Albany, Ind.
 Miss E. Richardson, Union School, Rising Sun, Ind.
 Miss M. Roberts, Indianapolis, Ind.
 Miss Hester C. Roberts, New Albany, Ind.
 J. S. Rankin, South Hanover, Ind.
 Chas. S. Royce, Huron, Huron County, Ohio.
 B. E. Rhoads, Newport, Vermillion County, Ind.
 M. C. Stevens, Prof. of Mathematics, Greenmount College, Richmond, Ind.
 J. F. Stoddard, Prof. of Didactics, " " " "
 E. M. Stribbling, Springfield, Ohio.
 Prof. J. M. Stalker, Bedford, Ind.
 Miss Mary Shellenberger, Indianapolis, Ind.
 Geo. B. Stone, Superintendent of Schools, Indianapolis, Ind.
 A. C. Shortridge, Centreville, Wayne County, Ind.
 Miss Mary Stone, West Roxbury, Mass.
 C. M. Todd, McLean Institute, Indianapolis, Ind.
 Geo. S. Thompson, Clinton, Mass.
 Miss M. E. Town, Indianapolis, Ind.
 Miss J. E. Thickston, New Albany, Ind.
 A. J. Vawter, Superintendent of Schools, Lafayette, Ind.
 P. C. Vawter, Grammar School, " "
 Miss M. Vater, Indianapolis, Ind.
 Wm. H. Wells, Superintendent of Schools, Chicago, Ill.
 Calvin West, Hagerstown, Ind.
 Sarah A. Warner, Indianapolis, Ind.
 Miss M. F. Wells, Grammar School, New Albany, Ind.
 Geo. W. Weimer, Aurora, Ind.
 Prof. J. Woodburn, Indiana University, Bloomington, Ind.

[To be Continued.]

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BEM'S METHOD OF HISTORY.

AN APPEAL TO TEACHERS AND BOARDS OF EDUCATION.

MISS E. P. PEABODY.

“Man lives not by bread alone,” and to teach man how to earn bread by machinery, instead of “by the sweat of his brow,” (a noble destiny, of which we have caught a glimpse), is not to do away the curse. Nature, which is the house man lives in, and the tool by which he is to work upon it, must be studied, it is true; but not to the neglect of the august inhabitant, who is the worker. But how is man to be studied, except in his *action*, personal, social, political? History, in fact—is it not the study of studies for man, and, therefore, for every American youth? Not every one needs to be a geologist, mineralogist, botanist, chemist; but every man must needs be a fellow-citizen, voter, and may be a legislator, magistrate, perhaps the chief magistrate of his town, state, or nation. If he knows nothing else, he ought to know the history of nations, especially of the nations whose career is run through. He needs to see how the institutions which have cursed the world have grown up, and to learn how the more blessed influences in society are cherished by government, or at least kept unquenched. He should know all this in order, and symmetrically; and if he does not get the frame-work of it at school, it is possible, nay, *most probable*, that he will never get it.

In this matter a little light leads astray. The white light of true political and social wisdom is made of many colors, mingling in due proportion. Every nation's history illustrates particular casts of human character, and affords special experiments in political action; but, taken by itself, leads to one-sidedness of view, and strong prejudices. At school *the general programme of universal history* should be put into the mind of every pupil, and if it is not, he will not read wisely, symmetrically, and to edification afterward. And how should this programme be made? Not by human will and wisdom, disposing events under their own narrow

lights, as every historian must necessarily do; but as they are disposed in time by God himself. The time of an event is the most significant of its circumstances. The chronological relation is God's disposition of events, every one of which is a *word* proceeding out of his mouth. Let us read *these words* as they lie in Time, giving significance to each other.

This hint to the true method of studying history, deserves a marked attention. It is certainly true, "pity 'tis—'tis true," that history has not been generally written with reference to discriminating the divine from the human activity, and hardly with a consciousness of the former in the mind of the historians, if we except the case of the Hebrew prophets. But to study history, primarily, on Bem's Charts of Chronology—which give the outlines to the eye without human commentary, and without overlaying them with the mass of details that make it hard for the mind to leap from cause to effect, across intervals in which human individualities have time to expend themselves and suffer the reactions which reveal the Divine rather than the human will—makes it possible for the student to supply, from his own mind and conscience, that which only the prophet-historian gives, namely, the light of God's truth wherein to view events in their relations to spiritual welfare. The difficulty has hitherto been, to get before the mind the history which is to be understood. There has not been an effective way of making this great acquisition, which is preliminary to gaining the wisdom contained in it. There is such a mass of facts, when we turn our minds into the Past, that the first feeling of the student is a sort of despair. The only reason why history is not a study as universal, and considered as indispensable in common schools as geography, is because there has not been any instrument to help the memory, equivalent to the school-atlas. But Bem's Charts of Chronology profess to be just this effective instrument.

When, fifty years ago, Geography was studied only in verbal descriptions of the boundaries of nations, of the course of rivers, and situations of towns, without an atlas presenting these at once in all their relations to the eye, it was a study confined to the upper classes in schools, and youth generally entered into life with the vaguest ideas of the topography of the earth. The majority of students never would take the pains to construct a map in their imagination, by the help of the printed words that they learned to repeat; and those few, who, by necessity, thought on pictures, were liable to misstate and place the nations in very different relations from the real ones, and this would be a life-long impression in their case. I have heard old people relate amusing facts proving this last observation. I remember the time when the school-atlas was first introduced, and how our fathers and mothers were entertained by looking at our maps. And I recollect one cultivated woman, very well read in history, exclaimed in surprise at the map of Europe, because she had always carried in her imagination the picture of it with Spain between France and England, and

this—notwithstanding her hearing so frequently of the Straits of Dover! And again I remember a whole company of gentlemen and ladies, among whom was Judge Story and John Pickering, who guessed that Madagascar was in west longitude. The school-atlas now gives to every boy and girl of twelve years old, in one season, more correct ideas of the topography of the globe, than the most cultivated used to acquire in a lifetime.

As much vagueness and unsatisfactoriness attends the study of history now, in most schools, as formerly attended that of geography; and no more. No chart on the principle of the *stream of time* meets the difficulty, for none gives enough assistance to the eye, which is the natural memorizer, but which can not divide a line into more than five parts without being dazzled, while it is necessary that the symbol of time should be divided into 2,500, or 1850 parts at a glance. Mrs. Willard's "temple of Time," the most ingenious chart ever besides invented, gives, after all, only a general perspective view of chronology, and no particular dates.

For all these reasons it was, that in 1849, some of the most distinguished members of the Board of Education in Massachusetts (including the learned Secretary, now President of Brown University in Rhode Island) suggested to an experienced teacher of History in Boston, to arrange for American schools, but primarily for the State Normal School of West Newton, then under the charge of Rev. Eben R. Stearns, General Bem's Charts; which had had such success in France, that they had been, after ample experiment of their efficiency, furnished, by order of the Government, into "*toutes les ecoles premieres et les colleges royaux.*"

By help of this method, all practical difficulty is removed from the study of history. Those outlines and general views which were so inappreciable by the memory, when they were hidden in words, are daguerretyped on it, with scarcely perceptible effort, when the dates are copied by the student himself, in a symmetrical picture, brilliant with colors, each one of which discriminates the career of a nation in time, so far as there is extant chronological data for it.

It is the ingenious representation of *the time*, in a block so divided and subdivided that any year of the 2,500 in the ancient chart, or of the 1850 of the modern chart, can be discriminated at once, at the locality of its representation, by the glance of the eye, whether intuitive or reminiscent, which solves the most difficult problem of education; because it brings the outlines of the story of humanity into the mind of youth, through the sensuous fancy, at that age when impressions are indelible. Children who make this chart, as they first study history, will never know there was any difficulty in remembering dates, or seeing ends from their beginnings in the doings of nations. And the grown up, who will condescend to make it, as some old men of more than 50 years have done, will be able to rectify a hundred preconceptions, and put all their knowledge into order.

In our common schools it is desirable, in all cases, that these Charts should be learnt before details are extensively studied. But it has been the experience of those teachers who have followed the method, as detailed in the "Guide to Recitation" most faithfully, that it stimulates to the reading of History at once; and I have testimony from many well-known teachers, that they never had so much ground gone over thoroughly, even in school-days, as by students of this Method, who spontaneously consulted all the books within their reach, to enrich their outlines with associations.

Bem's method, as arranged by the "Guide to Recitation," with a manual, also, supplies the place of competent instructors of history, which are sadly wanting in American schools. Any earnest teacher can teach the Charts by following the Guide implicitly,—learning himself, while drilling the pupil. An invaluable attainment is made, even if the student gains nothing more in his school-days than the *minimum*, a knowledge of the Chart. But if the teacher knows, or has time to read the books indicated in the manual, he can give oral instructions at the recitations, or after the Chart has been learned, which shall illuminate it with indelible associations. And the Chart will help any lecturer on Universal History who is familiar with it. It discriminates the periods worthy of the most study, and shows the gaps of the science that need to be filled up by investigations, for which Americans have great opportunities, by their ubiquitous commerce and love of adventure.

No books of history, already owned by scholars or schools, are made useless, but, on the contrary, are more useful by using Bem's method. The manual should, indeed, be the leading text-book, but every lesson may be enriched, by whatever any good books say on subjects that the dates of the lesson involve. In case of consulting other books, there will often be found a discrepant dating, especially in the times previous to the Greek Olympiads. But this may lead to a new nicety of knowledge. The student will thus learn what periods of history are still subjects of chronological controversy. The discrepant date, with its authority, may, in such a case, be written on the margin of the century where the Chart date is represented. The Chart follows the computation of the authors of *L'art de verifier les dates*, rectified only so far as Karl Otfried Muller, Niebuhr, and Arnold have settled particular events. It makes a Chronology more literally scriptural, on the whole, than Usher's, which is commonly followed in English and American school-books and Bibles; and it harmonizes better with modern discoveries among the Ancient monuments. Doubtless, radical rectifications may be made by-and-by, when historical science, properly so called, has made great advances; for now it is hardly a century old.

The proposition that History itself is a new Science, may startle some readers. But it is true. It is only Peoples, free Peoples, that write history. The sacerdotal governments of antiquity

strove rather to conceal the Past, with its revelations, from the darkened multitudes that they governed, than to instruct them in it. And how should historic genius be stimulated, under despotic monarchs? It is true that modern diplomacy in Europe has made venal historians. Nothing is less reliable than most histories of modern Europe. Only the Hebrews have a history, written out by cotemporaries, previous to the fifth century before Christ. The whole career of Ancient India, China, Babylon, Ninevah, Egypt, Ethiopia, Media, and Lydia has left no cotemporary historian. Their whole history is to be divined from monuments. For those ages we have no book but the Bible, whose last historian (Nehemiah) is cotemporary with Herodotus; for the Hebrews only, even when they had a king were free, Religion being with them a love of a spiritual character: "Where the spirit of the Lord is there is Liberty,"—and only there! There are fifteen hundred years of Greek tradition before the period when Herodotus wrote, and even then there is less than two hundred years of first-rate Grecian history. There is so much, however, because the Greeks, if they did not know the one Infinite Spirit, whom the Hebrews worshiped as Jehovah, at least believed in Divinities who were not stocks and stones, but had, to their imaginations, personal existence, and super-human forms and attributes: and these they worshiped according to their private judgment.

But after Alexander's death, historic genius languished; for there was nothing to feed it on, in that which constituted the history of the Macedonian, Græco-Syrian, and Græco-Egyptian kingdoms, which stretched their stormy career from that event, till Rome conquered them all, in the last 150 years before Christ. There were no Commonwealths all this time, but only individuals struggling in life-and-death battles for supremacy over each other, and power to make the nations, they ought to have tried to bless, tools of their personal caprice and ambition. Rome, which began to grow into a Republican form, as Greece began to decline, was still but a Conquering Despotism; and Livy's attempts, in the century before Christ, to write a history of the seven centuries previous to himself, has given a great work of literary art to the world, rather than a history of Rome. His object was not to tell the simple facts, like the Bible historians, or even like Herodotus, Thucydides, and Xenophon, "extenuating nothing, and setting down naught in malice," but to glorify the city of Rome as a god, in order to wake up, if he could, the old spirit of patriotic self-devotion. This he says himself.

We must come down to the most modern times for the best extant history of Rome. It is Dr. Thomas Arnold's, a work that it is an education to read; for it shows that historic events can be viewed and written out in the light of Eternal laws of morality now, as well as of old, if only the historian has moral sense and clear reason. In Arnold's volumes, and those of Niebuhr, who gives the history "from the second Punic war to the times of Constantine, we see how Rome, having trampled out the life-principle

of all other nations, with its uncrupulous foot, fell itself through gross repletion."

The Empire of Rome crushed the Genius of Historic Art, whose last pure flash was Tacitus; for Plutarch, like Livy, wrote as an advocate, to illustrate his own philosophy, and the politics he wished to teach his pupil Trajan. For fifteen hundred years after this, History slept *in the dark*; until the Revival of Letters restored to men the Ancient Historians instead of their Romantic dreams. But these historians were swallowed whole, and not examined, criticised, and classified, and their reliable testimony separated from their mistakes, until the last hundred years, during which the veil that the Mohammedan power had cast over the seats of the Ancient Empires, since the seventh century, has been lifted by the British conquests in India, and the prowess of Bonaparte's army in Egypt.

Does there not seem to be something providential in the fact, that History first arose from the sleep of ages, just when America was discovered; and that, just when this great Democracy is waking to self-consciousness, and needs to be taught how to dispose the elements of a *new* world into a truly Christian order, she takes up the telescope of critical observation? Does it not intimate that God would inspire and "purify to himself a peculiar people, zealous of good works?"

CANNEL COAL.

As this mineral product possesses much interest in a scientific point of view, and as that interest is heightened by the articles manufactured from it, our readers may, perhaps, be interested in perusing a short article upon the subject. Its principal scientific characters may be thus enumerated:

"Color, black—texture, compact—fracture, large conchoidal—lustre, glistening and resinous, hard and brittle—bears a fine polish—specific gravity 1.23 to 1.27. *Composition*, carbon 75.2—bitumen 21.68—ashes 3.12."—*Kirwin*.

The principal foreign localities are Wigan and Whitehaven, England, and Gilmerton, Scotland. It is found in many localities in this country, associated with the common bituminous coal, but in small quantities. The principal entire beds are those in Western Virginia, and in Breckinridge county, Ky. Besides its value, as an article of fuel, which is, on many accounts, very considerable, it is manufactured into ink-stands, snuff-boxes, finger-rings, &c., being equally as durable and nearly as beautiful as jet.

The name, Cannel, is a supposed Scottish corruption of the word *candle*, as this species of coal is frequently used in Scotland in the place of candles, on account of the brightness of its flame, and the ease with which it can be lighted.

Late chemical researches have discovered, that this species of coal can be made much more useful than merely as an article of fuel. It is found to yield several very valuable products, which are now in great demand, or which may easily become so. It is found, that one ton of this coal, which now sells for \$6, can be made to yield the following articles:

15 gallons superior fluid—*entirely inexplosive*.

19 “ “ lubricating oil.

29 “ benzole, an exceedingly volatile fluid, easily manufactured into gas of superior illuminating power, and 25 lbs. *panafine*—a substance resembling wax, and producing candles equal to those of stearine. The coke produced in the manufacture of the above articles, is sufficient as an article of fuel in the manufacturing.

The value of the coal for the above purpose has excited much interest, and a company has been chartered in Kentucky, to carry on the business of manufacturing. They have invested, it is said, \$500,000; and are sanguine of success. Should they succeed the investment cannot fail of being highly remunerative, as the best article of lubricating oil—*sperm*—sells at \$2.25 per gallon by the quantity. The company have produced several of the minor articles, but have not yet, as we know, made any lubricating oil. There are several requisites to constitute this last article in perfection,—perfect fluidity at all temperatures—entire freedom from a resinous residuum, and an inexplosive character. Should the company succeed in producing an article, meeting all these requirements, they will not only enrich themselves, but will at the same time confer lasting favors upon manufacturers and the community at large.

The manufactory is located at Cloverport, in Breckinridge county, on the Ohio river. The mines are about five miles south of this place, in the same county.

The coal underlies several hundred acres, varying in depth from 18 to 30 inches. This coal is said to be superior to that from any other location in this country, and fully equal to the best European varieties.

I am indebted for many of the facts in the above article to the courtesy of Hamilton Smith, Esq., the gentlemanly President of the American Cannel Coal Company, Cannelton. E. P. C.

A RESOLUTE WILL.

Henry Burgett [was not quite twelve years of age when his father died; and fast as his tears fell, when he knew his papa would be with him no more, he wept, if possible, more violently, when his mother told him they must leave the pretty cottage, the only home they had ever known, and that hereafter he was to live with farmer Howard.

"We are poor, Henry," she said. "very poor, and young as you are, my boy, you must now earn your own support. But keep up a stout heart; you can do it. Fie on those tears!" and she turned hastily that he might not perceive the grief that was piercing her own soul.

Farmer Howard was a hard master, and a sorry time had poor Henry during the long summer days that succeeded this interview with his mother. It was work, work, with no relaxation, from the earliest dawn until the twilight had quite faded. Often did his courage fail, and despondency and indolence urge him to stop, but a stern necessity was on him; he must do or starve; and hence he kept at it, wearily enough, to be sure, until the last apple was in the cellar, the last ear of corn in the crib, and all things secured against the winter, with the most pains-taking thoroughness.

The winter, tardy as its approach appeared to Henry, came at last, with its three months' privilege of school, and its glorious long evenings that he might spend as he chose, with no specters of huge heaps of corn to husk, or vast fields of potatoes to dig, looming up in the distance.

How well these hours for study were improved, or how highly prized, the bright light which the blazing pine splinter shed from the attic window, until long past the hour of twelve, might tell. (A pine-splinter, because the mistress was a careful soul, and saved the candle-ends to light Henry to bed.) He advanced with surprising rapidity in his studies, and what wonder? Ardent, persevering effort was never unsuccessful. When the spring came, he was quite master of the Latin grammar, and was beginning to read in this language with some degree of ease. The summer, with its wearisome round of duties, could not damp his desire for knowledge. Every spare moment was carefully seized and sedulously employed in his favorite study.

The winter came again, and with a gleeful heart Henry bounded away to the village school. On the way a classmate overtook him; one who had often jeered him for his bashfulness, and plain, homespun attire, and who, with every advantage, had uninterruptedly pursued his studies.

"Ha, ha, how are you, Hal?" said he; "don't you wish you could read all that?" triumphantly holding up a Latin Reader, and spreading his palm complacently over the open page. Henry kept his own counsel, and together they proceeded towards the school-house.

Soon after the opening of the morning exercises, the class in Latin was called to the recitation bench.

"Henry," said the master, "I think you will not be able to go on with the class you were in last winter; you must fall back with the beginners."

"I should like to enter the Virgil class, sir."

"Virgil class! Nonsense, boy, you could not read one word. Just let me see now," opening the book and placing it in his hand:

"How far shall I read?"

"As far as you can," replied the master with a sharp twinkle of his grey eyes, and an involuntary sarcastic smile.

Henry commenced unhesitatingly to read, and had turned the first, second, and third leaves, before the master had sufficiently recovered from his surprise to arrest him.

"Stop, sir! Where did you learn all this?"

Henry told him where. Taking him by the arm, the master led him to the center of the room, and placing his hand upon his head, said:

"Attention, boys; here is a hero; a greater conqueror than was Cæsar or Napoleon. Give him a round; three times three, now!"

Cheerily, heartily, rang out that applause, penetrating the farthest recesses of that time-worn building, making the windows fairly shake again. What a proud day was that for Henry! How his heart leaped and almost bounded out of his bosom—how the girls nodded and blinked their pretty eyes at him; he has not yet forgotten, and although at the present time the laurels of a country's regard are clustering thick about his brow, he often says, "That was the victory of my life. It was at farmer Howard's I learned to labor unflinchingly for a given end."

Children, this is no fancy sketch. Such a lad as I have described really existed, and from his example may we not learn to plant for ourselves elevated standards, and never give over until we have mastered every obstacle and reached our aim?

It is not always lessons to be learned, or woodpiles to be demolished or rebuilt. There are bad hearts to govern, vicious inclinations to restrain, selfish disposition to be overcome; many, many wrongs to be righted. There is room for a life-long labor in our own hearts. Up, then, my young friends, with a strong purpose of life. Shrink not at the sight of difficulty. Remember that "where there's a will, there's a way," and that perseverance is a sure guaranty of success.—*Independent*.

THE sound of your hammer (says Franklin) at five in the morning, or nine at night, heard by a creditor, makes him easy six months longer; but if he sees you at the gaming table, or hears your voice at the tavern when you should be at work, he sends for his money the next day.

OUR SCHOOL-LAWS.

The Constitution of Indiana empowers the legislature to make ample provisions for the education of all the children in the State, by a system of laws, efficient and adequate to so desirable an object. As yet, the progress has been slow, and the facilities afforded are by no means sufficient to effect the education of the children.

We have 452,124 children in our State between the ages of 5 and 21 years. Each of these children has a claim on the State for a good English education, with moral and physical training, that will fit them to meet the responsibilities of life. The State acknowledges that obligation by her Constitution, yet hundreds of these children are annually passing to years of majority, in no respects fitted for intelligent, useful citizens. The means thus far provided by the State for tuition, are not sufficient to sustain schools three months in the year.

What kind of an education can children acquire, in schools lasting but three months? If kept in winter, the younger ones are not benefited, and if in summer, the older ones can rarely be spared to avail themselves of it. Every year brings change of teachers, and most of those only engaged in teaching for that time, because they have no more profitable employment just then; children grow up in ignorance; they are robbed of life's dearest blessing, intelligence, and the country is deprived of the good which intelligence and virtue bring in their course.

Our State is now stained with the black sin of ranking lowest in the scale of intelligence of any of the Free States. She has an army of 71,000 free white citizens over 20 years of age, who can neither read nor write—10,000 more than Ohio with $2\frac{1}{2}$ times the population. Has she not a duty to discharge to her own children, of which she can not rid herself, and an evil to remedy that should be attended to speedily?

Free Schools have ever been found the best insurance on the property at the lowest possible premium. They not only diminish crime and criminal expense, but elevate society, ennoble mankind, and produce, instead of inmates of prisons and ignorant, inefficient human beings, noble men and women, whose intelligence is the best safeguard for the morals of society, and the best capital for the physical improvement of the State.

The State should provide ample means at once to keep all our schools open under *well qualified instructors*, six or nine

months in the year, and our cities enabled to afford the highest facilities for the education of the children in High Schools for ten months. It is cheaper by far for any city to sustain good schools than to have their children run idle about the streets. It is cheaper to build fine school-houses than jails and penitentiaries.

Were our legislature to assess two and a half mills on the dollar, it is believed that amount would provide ample means when the property is assessed according to its real value.

Another provision that should be made by the legislature, is to prevent so much from being absorbed by county officers. We have the statistics from one city in this State, in which \$6,000 were assessed, and about \$600 of it was taken "according to law" by the county officers for fees, and it is the same all over the State where taxes are levied for school purposes. $\frac{1}{2}$ per cent. for collecting all school moneys is sufficient, and ought to be limited to that, and then hordes of office-seekers would still, as now, infest the people for the offices.

There is no propriety in taxing ourselves for school purposes, and then having a large share of it absorbed by hungry office-holders; and if officers are not willing to perform the duties pertaining to school interests for the fees above named, let them give place to those who will.

A feature, imperative in a good school system, is an *efficient supervision*.

The duties made devolving upon the State Superintendent at his office, are quite enough for any one man to perform, if well done, without having to perambulate the State, without time to do any thing successfully or efficiently. There is work now demanding the labor of four additional men in our State, who should have districts assigned them. They should be obliged to visit every township, and as many schools as possible, to lecture to the people, advise with Township Boards, aid in holding Teachers' Institutes, and, by all possible means, aid in promoting the cause of education. The teachers must be taught how to teach well, if we ever have schools worth the name, and capable of producing the greatest amount of good.

Railroad Companies, Banks, and other Institutions, know the importance of skillful supervision, and do not count the expense, when two or three thousand dollars per annum are to be paid to a Superintendent or President. Are the interests of nearly half a million of children of less moment than railroad stock or bank profits?

The question is not, *how little* can we get along with and have the name of keeping up a school system, but *how much* can we expend profitably.

Our people in many portions of the State are interested, and are very anxious to have all the facilities for education of their children that have been named, and they will be every where, when once the subject is presented to them in its true light. Knowledge is wanted to beget knowledge, as money is necessary to make money. Could a correct system of schools once be established and put into successful operation throughout the State, our people would never return to the meager skeleton that we now have, but go on until our State should stand equal to any other in the Union, in educational facilities, and in the intelligence of her people.

RICHMOND, IND.

J. H.

A NUT FOR THE LEARNED TO CRACK.

IGNORAMUS.

Whether was first, the egg or the hen?
Tell me, I pray you, ye learned men.

FIRST SCRIBE.

The hen was first, or whence the egg?
Give us no more of your doubts I beg.

SECOND SCRIBE.

The egg was first, or whence the hen?
Tell me how it could come, and when.

IGNORAMUS.

A fig for your learning! 't is fudge, I vow,
If you can't settle this question now.
So tell me, I pray you, ye learned men,
Whether was first, the egg or the hen?

O'er wayward childhood wouldst thou hold firm rule,
And sun thee in the light of happy faces;
Love, Hope, and Patience, these must be thy graces,
And in thine own heart let them first keep school.

COLERIDGE.

SCIENTIFIC.

PLANETOIDS NO. 2.

In an article on *planetoids* in the June number of the JOURNAL, we promised to say something more of these interesting bodies. We now propose to fulfill that promise by giving some of the conjectures that have been made in reference to these apparent anomalies of the solar system.

Prof. John Elert Bade, who was born in Hamburg, 1747, and was chosen in 1772 astronomer, and 1782 a member of the Berlin Academy of Science, from the duties of which he was released, at his own request, in 1825, is known as the author of a remarkable guess in reference to the distances of the planets from the sun. He observed that if we take the following series of numbers:

0, 3, 6, 12, 24, 48, 96, 192, &c.,

and add 4 to each, we shall have

4, 7, 10, 16, 28, 52, 100, 196, &c.,

which very nearly represent the relative distances of the planets from the sun.

Three hundred years ago Kepler "pointed out something like a regular progression in the distances of the planets as far as Mars," and because this progression failed in the case of Jupiter, he is said to have conjectured the existence of a planet in the *annulus*, between Mars and Jupiter, this annulus being no less than 350 millions miles in breadth. This conjecture attracted very little attention until the discovery of Uranus in 1781, by Sir William Herschel, after which several German astronomers revived Kepler's opinion, being guided by Bade's Empirical Law of Planetary Distances, the number 28 in Bade's having no corresponding planet, 16 representing Mars, and 52 Jupiter. Accordingly there was formed, under the auspices of Baron de Zach, of Gotha, an association of astronomers, with a view to the discovery of the supposed planet. Prof. Guiseppe Piazzi, the celebrated director of the observatory at Palermo, observed, while looking for a missing star numbered Mayer 87, in Wollaston's Catalogue, "an object shining as a star of the eighth magnitude," not far from the position of the missing star. The place of this object was sensibly changed the next night, and he therefore concluded it was a comet, and on the 24th of January, 1801, (he first saw the body on January 1,) he sent letters to several astronomers saying he had discover-

ed a comet in 51 deg., 47 min., of right ascension, and 16 deg., 8 min., north declination. After the publication of the whole series of positinos observed at Palermo, that great mathematician, Prof. Gauss, of Gottingen, undertook the calculation of its orbit by methods which he had recently devised. He came to the conclusion that it revolved around the sun in 1652 days, and that its mean distance was 2.735, the Earth's being 1. This agreed so nearly with *Bade's* law that it was soon considered as a primary planet, answering to the number 28, which had previously been without a known corresponding planet. Thus all was harmonious, and *Bade's* law seemed to be established. But the discovery of Pallas in 1802 by Dr. Olbers, was apparently, if not really, a refutation of *Bade's* law. Dr. Olbers conjectured that the two planetoids had once been one planet, which had been exploded by some internal convulsion, and that other fragments might be found. Some have considered that every additional discovery of a planetoid increases the probability of the bold hypothesis of Dr. Olbers. We shall now give a statement of the views at present entertained by astronomers and mathematicians in reference to the origin of these bodies.

In a paper read before the American Association for the advancement of Science, at its fifth meeting in Cincinnati, in May 1851, Prof. Pierce, in discussing the constitution of Saturn's rings, says: "Our Sun, also, does not appear to have its satellites properly disposed for supporting a ring, and the only part of the system where such a phenomenon might have been reasonably expected, is just within the powerful mass of Jupiter. But had there been a ring in this part of the system, it must have been subject to such extraordinary perturbations, that it would, in course of time, have been vibrated up against the next interior planet, Mars; and, in this way, have been broken into asteroids."

Prof. STEPHEN ALEXANDER of Princeton, in a paper read August 2, 1851, at the seventh meeting of the same body, held in Cleveland, comes to the conclusion that the planet whence originated the planetoids, had an equatorial diameter of 50,000 miles, and a polar diameter scarcely greater than the thickness of the bright rings of Saturn. Prof. Alexander, at the late meeting in Albany, states that, investigating this subject by several independent paths, he had arrived at similar results, namely, "that the old planet revolved about the Sun in about 1732 days, rotating in $3\frac{1}{2}$ of our days, and having a diameter about nine times greater than

that of the Earth, but being excessively flattened at the poles." He thinks its orbit was very nearly circular. Le Verrier, in a memoir in the *Comptes Rendus*, vol. xxxvii, p. 793, says, that the hypothesis of Olbers, "which was based on no very precise data, and which is inconsistent with the great inclination of the orbit of Pallas, must be abandoned; especially since the numerous discoveries of the last few years." This memoir was written just after the discovery of the 27th planetoid by Hind. He then says, "Instead of explaining the existence of these bodies by supposing an alteration in the primitive system of the universe, we are now led to believe rather that they have been formed regularly, like the others, and according to the same laws." He thinks if these views are just, that we ought to expect a very large number of small planets. He estimates "that *the sum total of the matter constituting the planetoid situated between the mean distances 2.20 and 3.16 cannot exceed about one-fourth of the mass of the Earth.*"

Loomis says, "The discovery of such a host of asteroids seems to have stripped the theory of Olbers of nearly all the plausibility it possessed when it was originally proposed; and it would seem hardly less reasonable to suppose that the Earth and Venus originally constituted but one body, than to admit the same for the thirty-one asteroids."

Just after the discovery of Eunomia, J. Russell Hind, the great planetoid discoverer, said, "The idea of the German astronomer has been so strongly countenanced by the discoveries of the last five years, that we cannot fairly reject it until another theory has been advanced which would account equally well for the peculiarities observed in the zone of the planets, however unwilling we may be to admit the possibility of such tremendous catastrophes, and notwithstanding the great difference in the mean distances of Flora and Hygeia, the innermost and outermost of the zone. Yet it is singular that this group appears to separate the planets of small mass from the greater bodies of the system, the planets which rotate on their axis in about the same time as the Earth, from those which are whirled around in less than half that interval, though of ten times the diameter of our globe; and it may yet be found that these small bodies, so far from being portions of the wreck of a great planet, were created in their present state for some wise purpose, which the progress of astronomy in future ages may eventually unfold."

Sir. Wm. Herschel estimated Ceres to be 163 miles in diameter,

and Dr Lamont gives 670 miles as the diameter of Pallas, and that of Vesta is put at 295 miles.

Now if we estimate the number of planetoids that could be made out of a fourth of the Earth's mass, considering the diameter of the Earth at 8,000 miles, and the diameter of each planetoid 500, we shall have 1,024. The original planet, according to Prof. Alexander's paper, read in Providence, in August, 1855, was about one-eighth of the mass of the Earth, for he says it was about 70,000 miles in equatorial diameter, and only 8 miles in polar diameter—that is it was wafer-shaped. This estimate of Alexander makes the expected number of planetoids only half as many as Le Verrier's maximum number. W. D. H.

LEARN EVERYTHING, BUT KNOW NOTHING.

It may be said emphatically, that this is an age when children learn everything, but know nothing. This is especially true of young girls. The fashionable seminaries for the education of the future wives and mothers of the republic, usually undertake, with the most self-complacent absurdity, to instruct their pupils in everything, from French to embroidery, from geology to music. A young lady in this age of progress is not considered to be making any advances at all in education, unless she is studying at one and the same time, the harp and piano, German and Italian, crotchet work and fashionable netting, drawing and dancing, the art of composition and the art of making a courtesy, physiology and painting, algebra and astronomy, with natural philosophy in all its branches and artificial manners in all their conventionalities. As a consequence, the rising generation of young females exhibits myriads of smatterers, but very few thoroughly educated women. The fair students almost invariably forget to-day what they were taught yesterday. Undertaking to learn too much, they end by learning nothing. Even what is acquired is held only superficially. And what is true of young girls is true also of boys, though, we are glad to say, not in so great a degree.

It is the fault of modern academies generally to attempt to teach too much. The popular notion, that the more studies a pupil has the better must be his education, is radically wrong: and yet instructors, who know better, in order to make their schools flourishing ones, truckle to this idea. But a good education depends, less on the number of branches studied, than on the thoroughness with which a few are mastered. Far be it from the Ledger to say that a child should remain in ignorance of geography, arithmetic, spelling, history, or other necessary branches. This is not what we mean. What we do mean is, that our children should be

taught these fundamental studies thoroughly, before they are carried forward to others of less importance, or instructed in what are merely accomplishments. We maintain that the woman who writes and speaks her own language correctly, has a more finished education than she who cannot spell common English words, though she may jabber bad French. We assert that the boy who has mastered one thing thoroughly, whether it be the mathematics, the humanities, or the idioms and structure of his native tongue, stands a better chance to succeed in life, than he who can conjugate in a dozen languages, dead or living, and is therefore no proficient in either, or his own.

We once knew an old lawyer, who, when a new student presented himself, put Blackstone into the young man's hands. "Read that for a year," he was accustomed to say, "and then I'll give you something else." To spend a year over a single treatise, comprised in but four volumes, seemed, at first, a useless waste of time. The student, if a quick reader, had generally finished the book in a month. But the preceptor was invariably inexorable. "You think you know it—do you?" he would say sarcastically. "Well, what is the rule in Shelly's case?" Perhaps the youth had been fortunate enough to notice and remember the abstruse distinction taken on that famous trial. But, even if he had, the old lawyer was sure to trip him up, in five minutes, on something else. Back to Blackstone the student went, at last aware of his deficiencies, and read, and noted, and analyzed, for perhaps a couple of months more. Then he returned to the old story, that there was nothing left to be learned. But the thorough old common-law advocate soon caught him again. When Blackstone was finished at last, it was finished, as it were, for life. Every line almost was fixed forever in the student's mind. He could look back mentally over the four volumes, as a spectator gazes from a mountain-top over a wide champaign country spread beneath him, and map out the whole without a single omission or blunder. He had a life-long clue to the labyrinth.

The old lawyer's plan of teaching law is the only correct plan of teaching anything. Boys or girls, educated on a similar thorough system, at least know what they are talking about, when they talk at all. They have acquired discipline of mind, and clear ideas with it. If they undertake to write, they write sensibly and correctly. If they converse, they speak to the point. If they are called, in the duties of life, to decide in some novel combination of circumstances, they think accurately, because they know immediately where to look for the keystone of the problem. The vast field of knowledge is no longer a labyrinth to them, for they hold the clue to it in a disciplined mind and a capacity to study properly. It is never difficult to recognize such persons, even in a five minutes' conversation. They are distinguishable at a glance, from those imperfectly educated individuals of either sex, who, to use a simile of Lord Bolingbroke, rattle away as meaninglessly as alarm clocks that have been sprung prematurely.—*Philadelphia Ledger*.

"THE WILL AS AN EDUCATIONAL POWER."

An Extract from an Address delivered before the O. S. T. Association, at Mansfield, July 2, 1856, by the REV. J. B. BITTINGER, of Cleveland.

So far as the mind is controlled from within or from without, excepting always its subjection to God, the will is the controlling power. The will as executive, sees that the decisions of the sensibilities are carried out, and further, the will imparts activity to the legislative branch. It is empowered to rule over perception, memory, association, abstraction, and judgment.

First, then, what is the will? In answering this question we need not enter into the vexed controversy about the freedom of the will nor any of its entangling alliances. The popular apprehensions on this subject are sufficient for my present purpose. When we speak of "willful persons" no one misunderstands us. Most of us, too, know, to our sorrow and chagrin, what "set people" are. Equally well understood are "doggedness" and "stubbornness." All these and kindred terms refer to states of the will, and imply its executive powers. When you desire to raise your hand, you are conscious of issuing a command to certain muscles—the will is that commander. When the lifting demands great force, you are equally conscious of a strong mental exertion, and that increased mental force is an increased energy of will. The will strains the muscles to their full tension. It is the capstan which heaves the burden. When the teeth grit, the fists clench, and the veins become engorged, it is the will that winds up the muscular system to this crisis. All feats of strength and agility must be ultimately referred to the will. Topham, to lift with his teeth a table six feet long, with fifty lbs. hanging at the opposite end, must have had a strong jaw, but also a strong will. A weak mind with the jaws of a wolf, could not have raised the table. A living man, by nerving the force of his will, can not be dismembered by four horses, one at each limb; while, when desponding or dead, he is easily torn asunder. The will nerved by hope or fear will sustain a man under the severest fatigue. Long journeys are performed by weak persons under the stimulus of hope. A man in California, for \$1000, walked a plank fifteen feet long and three feet wide, for 100 consecutive hours. It is well known how much further boys can jump for a prize, or in company, than alone and without

the hope of reward. There seems to be no assignable limit to the control of the will over the body. Children will hold their breath to the point of suffocation. Weak women, in a fit of fright, have been known to carry a box of several hundreds weight down a flight of stairs. A Hindoo forger, under vindictive feelings, will smoke his pipe and jest, while the executioner is haggling off his right hand, with a knife and mallet, and cauterizing it with a sack of boiling pitch. Patients have laid themselves upon the demonstrator's table to submit to a surgical operation, such as amputating the limbs or removing a cancerous breast, bound by nothing but the will; yet as firmly held to the table, as if tied down with brass. It is the iron will that makes men strong, or enduring, or swift. Jets of will put the iron into every fibre of muscle, so that a madman's palms will adhere to the sides of a beam, like steel clamps. The foregoing facts may be regarded as extreme, but they are not abnormal illustrations of the nature or power of the will over the body. A few illustrations of this subject, from the side of the mind, will enable us to answer the question: what is the will? and also prepare us to appreciate its educational importance. When we are engaged in reading, and are interrupted, we are conscious of a drawing sensation, as if we are attached mentally to the book; this attraction represents the will-force. When the disturbing power is withdrawn, we are again conscious of directing our mind to the book; this directing force is the will. It sends the attention to the book, just as it sends the hand to get an apple. Again, you take up your dictionary to look for the meaning of "abstraction;" you run your eye down the column oblivious of every thing but just that word. It is the will which keeps your eye and mind from every word but that one; you have been abstracted from all else. Now in this mental process the will has done for your mind what it does for your body when walking on railway ties. In the former case, you see nothing but "abstraction," in the latter nothing but "ties." As in walking, it is really the will which carries along the body in its ambulations; so in study, it is the will that studies, and which carries the mental faculties, the attention, perception, abstraction, and judgment, along in its meditations. The will is the supervisor of all study.

It has the same offices in giving tension to the mind as to the muscles. When fatigued with study, the will enforces the intellect, just as when, fatigued by toil, it invigorates the muscles. Its ultimate power over the mind is as astonishing, and as difficult of

limiting, as is its power over the body. As a man may hang by the ends of his fingers until the unbending will renders him delirious, so too, in an exigency, the will may force a man to his wit's ends—so that as Festus said of Paul, much study may make a man mad. The two termini of insanity are when the will has become impotent, and when it has become omnipotent. For like steam in an engine, too little or too much is equally fatal for its purpose; so in the mind, too little will gives the driveling idiot—and too much the raving madman. In the former case the mind stops for want of motive power: in the latter, it runs off the track, and is shattered by too much motive power.

Looking at the will in the light of the facts mentioned, we see that it holds a commanding position. It is the monarch of the mind, ruling with despotic and, at times, tyrannical powers. It is the rudder of the mind giving direction to its movements. It is the engineer giving course and point, speed and force to the mental machinery. It acts like a tonic among the soul's languid powers. It is the band that ties into a strong bundle the separate faculties of the soul. It is the man's momentum—in a word, it is that power by which the energy or energies of the soul are concentrated on a given act, or in a particular direction—it fuses the faculties into one mass, so that instead of scattering all over like grape and canister, they spend their united force on one point; and remember that it is the heavy round-shot that breaches the fortress, brings it to the ground. Or if the shot is light, it is the oft-repeated stroke on the same spot, that finally passes through. So that whether the mind carries heavy or light shot, it is the will that makes it tell.—*Ohio Journal of Education.*

IN CHILI, the most stable and prosperous of the South American republics, great attention is being paid by the government to education. They have established 42 new schools during the past year, making a total of 758, in which are 30,000 pupils, one-fourth of whom are girls. Chili is also expending large sums of money for steamships, railroads, and other public works.

THE GERMAN PRESS.—It is stated that there are ten times as many newspapers printed in the German language in the United States as there are in Germany.

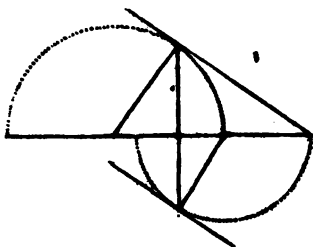
MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

No. 18.

[We have received no solution of this problem except one sent by the proposer several years ago, as the solution of the problem as worded in Emerson's Arithmetic. This problem will be found to be more difficult than the one referred to, and we call especial attention to it.]-ED.

SOLUTION OF No. 19.—BY JACOB STAFF.



If tangents to the arcs be drawn at the points at which the required perpendicular cuts them—these tangents will evidently be parallel when the required line is a maximum. Connect the centres with the points of contact, and these radii are also parallel, making two opposite similar triangles, having their bases in the same ratio as the given radii.

Therefore, divide the radii of the greater semi-circle on the diametral line into two segments, having the ratio of the given radii, and at the point of division draw the perpendicular, and it is done.

One of the tangents will come to the other curve at its intersection with the diametral line.

[This problem was also solved by E. M. Stribbling and M. C. Stevens; but Mr. Stevens's solution was by Calculus.]

PROBLEM No. 24.—BY G. W. HOSS.

What is the radius of one of three equal circles, tangent to each other, and inscribed in a circle whose area of 390 rods?

PROBLEM No. 25.—BY THE EDITOR.

A merchant bought a cask of spirits for \$48, and sold a quantity exceeding three-fourths of the whole by two gallons, at a profit of 25 per cent. He afterwards sold the remainder at such a price as to clear 60 per cent. by the whole transaction, but if he had sold the whole quantity at the latter price, he would have gained 175 per cent. How many gallons were there in the cask?

Remark.—An arithmetical solution is required.

MATHEMATICAL ITEMS.

Archimedes, who died 210 years before the birth of Christ, was the first to discover that a sphere, both in surface and solidity, has the ratio of 2 to 3 to the circumscribing cylinder.

A figure of a sphere and cylinder was on the monument erected to Archimedes, near Syracuse, in Sicily. One hundred and thirty-six years after the death of Archimedes, Cicero, while Quæstor of Sicily, discovered his tomb overgrown with brambles. For Cicero's interesting account of this circumstance, see his *Tusculan Disputations*, Book V, Chap. XXIII.

EDITORIAL MISCELLANY.

CANNELTON, October 9, 1856.

DEAR JOURNAL:—I have at length entered upon my agency. Circumstances over which I have no control, prevented an earlier commencement. I decided upon an exploration of this part of the State, principally, because I was aware that our Journal had not circulated here, and also, because the condition of educational matters in this part of the State is very little known in other parts.

This region, from its shape and peculiar relation to other parts of the State, is called "the pocket." It is generally esteemed the Egypt of the State, and is frequently spoken of in terms of reproach. As an inhabitant of this "pocket," I desire your readers generally to be assured, that they sadly misunderstand and misrepresent us—that we have much more intelligence and public spirit, and a much more active growth, than they give us credit for. This part of the State having always had its means for ingress and egress by the Ohio river, and its trade pursuing the same channel, not being compelled, for business purposes, to visit other portions of the State—there has been but very little intercourse and but little sympathy between the inhabitants here and those in other portions.

I started on the 29th ult., and visited Newburg, Warrick county, ten miles above Evansville, on the river. It is a town of some twelve hundred inhabitants. Its view on the river is remarkably fine. In a clear day you can see up the river for a distance of fifteen miles. In educational matters the place is very near Zero. There are no public school-houses, and no immediate prospect of having any. There is an Academy under the auspices of the Cumberland Presbyterians, taught in the basement of their church. They intend putting up an academic building next year. The school is under the charge of Mr. Howard, who is actively and successfully engaged in his department. There are two other schools, but as the teachers declined patronizing the "Journal," I make no further notice. I failed to procure any other name than Mr. Howard's. The people are mostly engaged in the very laudable enterprise of "saving the Union." One of the citizens to whom I applied to take our "Journal," declined upon the grounds, that he was already

taking seven political papers, and could not aid us. This town is in a pretty thriving condition, and it is hoped, that she will ere long awake to her true interest. I was compelled to wait at this place two days for a conveyance to take me to Booneville, the county seat. While thus waiting, I visited the coal mines. The descent is by a perpendicular shaft of eighty-five feet. The vein is about four feet thick, and the coal of good quality. It is the same vein which at Evansville, twelve miles distant, is reached at a depth of two hundred and sixty-five feet beneath the surface. I went all through the mine. They have drifted some four hundred yards from the shaft. They have a genuine "underground railroad," but as it does not stretch in the direction of Canada, it has met with no especial opposition.

I started next morning, and arrived at Booneville—a pleasant little village. They have one school there, but as it was the dinner hour, I did not visit it.

I had but one-half hour to canvass the place; in that time I procured three subscribers—the teacher, and two of the county officers. By this time, the postman's horn warned me of the hour for departing, and I left for Rockport, the county seat of Spencer county. This place is also on the Ohio river, upon a bluff one hundred and fifty feet above low water mark. The bluff is composed of sand stone, exceedingly soft and friable, and totally unfit for building purposes. Rockport is a pretty, thriving town, of some eighteen hundred inhabitants, and shows much taste in the style of its buildings, many of them being Gothic cottages. This place, too, has no buildings worthy the name of school-houses. It seems, that a majority of the inhabitants are opposed to the tax necessary for the erection of a good house. Yet by a strange inconsistency they are submitting to a tax of \$7,000 for a passage through the bluff. The work is nearly completed, and reminds one of Gray's "winding passages, which lead to nothing," for some of the most intelligent citizens assured me, that the enterprise is not of the least advantage to the place. Still Rockport sustains schools, and good ones too. Mr. Smith teaches the High School—a private establishment—aided by Miss Ferguson. Mr. Partridge the other, aided by Mrs. Partridge and Mrs. Mosebey. Rockport has expended nearly \$2,000 during the last year for private tuition. She is liberal, but needs another direction for her liberality. All the above teachers take the Journal; also, some of the citizens.

The following statistics I collected in reference to Spencer county:

| | |
|---|---------|
| General School tax paid last year..... | \$3,384 |
| Tax paid for the erection of school-houses | \$4,000 |
| Cost of criminal jurisprudence for the same period..... | \$1,700 |

In various parts of the county, more or less has been paid in the way of private tuition, when the public money failed.

I next visited Grandview, in the same county—a small village, most beautifully situated on the Ohio. I found a school there of some sixty scholars, under the charge of Mr. Kercheval, aided by Miss LaMar. There is considerable educational spirit here. The citizens spent for private tuition some \$400 last year in addition to the school funds. This, for a place of less than three hundred inhabitants, is doing pretty well. The teachers and some of the citizens took the Journal.

I next visited Troy, in Perry county, on the Ohio, twelve miles above. This is a small place, and looks as if it had just withstood a siege of ten

years. There is a school just commenced under Mr. Conner. The school building is very small, but pretty well arranged. There is here, too, a great lack of educational spirit. There are probably some five hundred inhabitants—a majority of them foreigners. The teacher of course took the Journal. I called upon the School Director, and found him confined to his bed through sickness. He cheerfully took the Journal, and manifested so much sympathy in the enterprise, that I came to the conclusion that he would, on his back, make a better director than many I knew of do on their feet, with all their powers in the bargain. I walked out into the country four miles—saw two teachers—got their names and accompanying cash—stayed all night with a very intelligent farmer who took the Journal, at the same time refusing pay for my accommodations—procured also the patronage of his brother; and then returned to Troy in the same independent manner. I immediately walked out in another direction in search of teachers. I found one in the woods engaged in his task in a building of most primitive make—a regular log school-house of the aboriginal kind; and which gave me some twinging recollections of school-boy days. I found the school-house pretty well filled, both teacher and scholars bearing marks of intelligence. The furniture was of course rude; and in one corner was placed the buckets and baskets containing the dinners, and among them were huge bottles of milk—the whole strongly suggestive of good living. The teacher very readily consented to take the Journal, and sent a small boy with me through the woods to another teacher, who also subscribed. I walked back, and went aside to see a young lady who was engaged in a school; she, also, patronized my enterprise. I would here say, that I have not yet met a country teacher, who did not at once consent to take our Journal. I wish I could say the same of the teachers in the towns. I propose soon, if possible, to take a county and visit every teacher in it. The attempt would, of course, be laborious, but I see no other way by which all of our teachers are to be reached.

Having done all that I could in Troy, I started for this place, six miles distant; and not being able to procure a conveyance, I exercised the common privilege of all pedestrians.

Truly, &c.,

E. P. C.

TIPPECANOE COUNTY TEACHERS' ASSOCIATION.

Agreeably to previous notice, a number of the teachers and friends of education, of Tippecanoe county, met at the Central School-house, in Lafayette, on Saturday, the 25th of October.

At half-past 10 o'clock the meeting was called to order. D. H. Roberts was chosen Chairman, and L. S. Kilborn, Secretary.

On motion of A. J. Vawter, arrangements were then made for the establishment of a County Teachers' Association, and Messrs. Vawter and Kinman were appointed a committee to prepare a constitution for the government of the same.

A committee consisting of D. H. Roberts, Mrs. L. P. Roberts, and Miss E.

Merrill was appointed to prepare and present at the afternoon session, a programme of business for the next meeting of the Association.

The Association then adjourned to meet at half-past 1 o'clock, P. M.

HALF-PAST 1 O'CLOCK, P. M.

The Association was called to order by the President.

On motion, the Constitution was read and adopted.

The Association then proceeded to the election of officers, and the following were chosen:

D. H. Roberts, President.

Miss E. Merrill, }
Miss M. M. Terrill, } Vice Presidents.

L. S. Kilborn, Recording Secretary.

A. J. Vawter, Corresponding Secretary.

T. C. Hall, Treasurer.

E. W. Kinman, }
A. J. Vawter, } Executive Committee.
Miss E. Merrill, }

The committee on business for the next meeting, then made the following report, which was received and adopted:

1st. An exercise on Mental Arithmetic, by Miss M. M. Terrill.

2nd. A report on the importance of County Teachers' Associations, by E. W. Kinman.

3rd. A report on the best method of teaching Grammar, by P. C. Vawter.

4th. A report on Elocution, by L. S. Kilborn.

5th. A report on the best method of teaching Geography, by Miss Bartlett.

6th. Arithmetical Contractions, by A. J. Vawter.

On motion, Saturday, the 29th day of November next, and the Central School-house, were fixed upon as the time and place for the next meeting of the Association.

P. C. Vawter then presented the following resolutions, which were unanimously approved by the Association:

Resolved, That we cordially invite all teachers and other friends of education to co-operate with us in our efforts to fit ourselves for teaching, and thus to elevate the standard of education in our county.

Resolved, That we commend to all teachers and other friends of education, the "Indiana School Journal," as well worthy of their patronage.

Resolved, That our Secretary be requested to prepare copies of the proceedings of this meeting for publication in our county papers and in the Indiana School Journal.

On motion, the Association adjourned.

D. H. ROBERTS, President.

L. S. KILBORN, Secretary.

It gives us pleasure to call the attention of our readers to the advertisement of the American Educational Year Book for 1857, published by Robinson & Richardson, Boston, Mass. Such a work can be made a valuable hand-book for teachers. When we receive a copy we shall notice it further.

BLOOMINGTON, October 29, 1856.

Our Teachers' Association moves on slowly. At our last meeting we gave the Executive Committee power to send speakers to different parts of the county. We think that in this manner we shall be able to reach parents more effectually.

What do you think of establishing a paper for the benefit of the children. A folio can be published for 25 cents per copy, monthly. At a moderate calculation, 300 teachers can get 10 subscribers each in their schools; that will give 3,000 to begin with. I think it will create an interest among the children, and that will arouse the parents. In it, too, might be inserted some of those mathematical examples entitled "not quite so tall" by some of Mr. Henkle's readers. I wish you would speak of this in the Journal, and let the members of the Association think of it.

Yours, &c.,

D. ECKLEY HUNTER.

We extract the following from our correspondence. It speaks our own ideas exactly:

"Efforts are being made, and rightly too, in order to induce every teacher in the State to become a patron and reader of the 'Journal.' I think the effort should, by no means, stop at this point. If I am correct in the estimate I make, the people—the parents of the children taught, and to be taught—need the influence of an Educational Journal and the valuable information it communicates, to a much greater extent than do the teachers. I know this to be true in relation to many communities. The utility and power of much valuable teaching must necessarily be lost where the minds of parents are not fully prepared to appreciate mental and moral work fitly wrought by a master hand. Very much of a teacher's usefulness and success—I mean permanent, not evanescent usefulness and success in any community—must depend upon the spirit and manner in which parents receive and approve his well-timed labors. If I am not very much mistaken, this one subject of enlightening parents on the proper mode of teaching, and of understanding when teaching is well done, needs a thousand-fold more attention than it has hitherto received.

Respectfully yours,

JAMES G. MAY."

SALEM, October 13, 1856.

MR. EDITOR:—After we returned from Lafayette, we organized, or rather revived, our old Washington County Teachers' Association; and at the request of the Association, I inform you of the fact, and give you the following list of officers, to-wit:

H. D. WILSON, President.

A. TRUEBLOOD, Vice President.

N. NEWBY, Secretary.

N. TRUEBLOOD, Treasurer.

The Association meets alternately at the Washington County and the Blue River Seminaries.

H. D. WILSON.

We have received the Report of Egerton Ryerson, D.D., Superintendent of Education in Upper Canada:

It is a document of three hundred and fifty pages, containing a vast amount of statistical information. The amount expended for educational purposes during the year 1855, was \$1,395,862. Number of pupils attending the schools, 240,817, being an expenditure of a little more than \$5 per scholar. Whole amount expended for Libraries for the Common Schools by the Educational Department, \$66,885. Number of volumes, 107,693. Number of Pupils admitted to the Normal School during the year, 137. The Students in the Normal School are required to sign a declaration, that they intend to devote themselves to the profession of school teaching, and before a certificate of qualification as Common School Teachers is issued to them they are required to pass a written examination in English Grammar, Composition, General History, the Art of Teaching, Geography, Arithmetic, Algebra, Geometry, Natural Philosophy, Agricultural Chemistry, and Physiology. A sample of this examination will be interesting, and we give below a portion of the questions in Geography and Agricultural Chemistry which were used at the last examination:

GEOGRAPHY.—Of what does Mathematical Geography treat?

What alteration in the position of the Globe would require the tropics to be drawn 5 degrees from the equator; and what change would there be produced in the polar circles?

What occasions the inequality of the days and nights; and why are they always equal at the equator?

Of what does Physical Geography treat?

Describe the chief physical features and divisions of South America?

Name the principal ancient divisions of Asia, west of the Indus?

Name the States of ancient Greece, with their relative positions?

Name the countries through which you should pass in traveling in a direct line from Archangel to Gibraltar?

Sketch the physical characteristics of the Islands that constitute Polynesia?

Sketch the physical and political geography of Canada?

Describe the physical divisions of North and South America, as marked by rivers and mountain systems, with the chief political divisions in each?

The same for Asia?

AGRICULTURAL CHEMISTRY.—Give the composition of water, and account for its various qualities.

Explain the formation of dew, rain, hoar-frost, and snow.

Give the composition of the atmosphere, and state how its pressure, moisture, elasticity, and height can be ascertained.

Explain how the constant composition of the atmosphere is maintained.

Give some account of the composition and varieties of soils.

Whence do plants obtain their food?

Trace the growth of a plant from its germination to its decay, and state the results of that decay.

What effect has cropping upon the soil? Explain the rotation of crops, and give examples of a proper rotation.

Explain the necessity and advantages of draining, fallowing, and manuring.

Give a brief explanation of the processes of bread, butter, cheese, and soap making.

Such an examination presents a striking contrast to those of our school examiners generally. We have not unfrequently had occasion to examine teachers who have received certificates *to teach* from county examiners; and the following specimen sent us by a neighboring teacher is not an infrequent sample of those who are imposed upon our people as qualified to instruct their children:

Question of Examiner.—“In what zone do you live?”

Answer.—“*Torrid.*”

Examiner smiles.

Candidate hurriedly corrects himself and replies, “*Frigid, Frigid.*”

And yet this person is a *teacher*.

We need a good State Normal School, and it would not be long before we would drive such gentry from the profession, and give to our schools, in their place, persons thoroughly educated and trained for their work.

Speaking of the late meeting of the State Association, the Wisconsin Journal of Education says:

“None left empty-headed. Good was done. Fires were kindled. He who came care-worn and dispirited, returned brave and kind and hopeful. He had caught a glimpse of the broadness, and the deepness, and the unfathomable richness of this begrimed and injured thing, humanity.

“Friends of education, if you encounter opposition in the erection of common school temples, invite the convention to hold an annual meeting at your place. If it don't strengthen the feeble knees of taxation, if it don't revolutionize public sentiment—crawl into the iron cage of despair.

“The convention was a good oculist. It skimmed a scale off the eye with surprising facility. It snapped out a beam or a mote as if it were boy's play. Certain eyes, affected with a squinting towards conceitedness, lost much of their obliquity. Certain eyes too, that could n't, without discoloring goggles, see by any body's else lights, renewed their strength.

“The convention did good grindstone work. It pointed effort. It whetted ambition. It gave the good blade of forensic ability, a hair splitting nicety. It gave an edge and brilliancy to purpose and generous impulse. The weapons of school government: kindness, taste, industry, energy, ingenuity—were taken down, examined, polished, tempered.

“Teachers of Wisconsin, say to your State Association: Live forever! In it is a fountain of unction and power free to all. Attend it. Better is it for courage and vim than to feed on gunpowder. Let it be your Mecca. Let it be your Thanksgiving day, wherein the *soul* may delight itself in fatness.

“What a Yalensian said to their Alumni meeting may be said more abundantly of our annual gathering: who goes there gets greased and will run smoother for a year.”

Teachers of Indiana, come to Indianapolis at Christmas; 'twill make your work lighter for the next six months.

THE BOOK-TRADE AT THE WEST.—It is said that, in proportion to its population, Chicago is the best book market in the country. A single order of one house this fall for school-books published in New York, embraced 57,500 volumes. Such a fact speaks well for the future welfare of the West.

THE CENTRAL SUN.—All scientific men have maintained that there must be a central point, if not a central sun, around which the whole universe revolves. Meadler, who is unquestionably one of the greatest astronomers ever known, has given this subject his special attention; and he has come to the conclusion, that Aloyane, the principal star in the group known as Pleiades, now occupies the center of gravity, and is at present the grand central sun around which the whole starry universe revolves. This is one of the most interesting and important astronomical announcements ever made, though it is very likely that, but for the eminent scientific position of the author, it would be treated as visionary. Another interesting statement in this connection is made by Mr. Thompson, one of the physicists, who, with Carnet, Soule, Meyer, and others, has largely contributed toward establishing the relations between heat and mechanical force, and who has extended his researches to the heat emitted by the sun; which heat, he observes, corresponds to the development of mechanical force, which, in the space of about 100 years, is equivalent to the whole active force required to produce the movement of all the planets.—*National Intelligencer*.

BOOK NOTICES.

THE MIND AND HEART, or School and Fireside Reading for Children. By William B. Fowle. Published by Morris Cotton, Boston. Sold by Stewart & Bowen, Indianapolis.

A most admirable collection of stories for the little ones, as we can testify, for we found that the "little ones" were so much interested in it that we could scarcely get the loan of it long enough to review it. Children are the best reviewers of children's books, and in the case of this one there would be but one opinion.

"**THE HUNDRED DIALOGUES,**" for Reading and Exhibitions in Schools, Academies, and Private Circles. By the same Author and Publisher as "Mind and Heart." A book of great and deserved popularity. Can be obtained of Stewart & Bowen, Indianapolis. See advertisement.

A PICTORIAL HISTORY OF THE UNITED STATES, for Schools and Academies. By Benson J. Lossing, Author of the Pictorial Field-Book of the Revolution. Illustrated by over 200 engravings.

This book is written in a style which makes it one of the most pleasing of our small Histories, and it is also designed for a text-book in school. Its engravings are not mere embellishments, but are material help to the memory. It is certainly a beautiful little work, and will have an extensive sale, both for schools and private reading. It is published by Mason Brothers, New York.

RAY'S HIGHER ARITHMETIC. Published by Winthrop B. Smith & Co., Cincinnati, Ohio.

Ray's Arithmetics are used very extensively throughout the West, and this last work for advanced pupils was needed to make his series complete. We

have examined it with considerable care. The principles are clearly explained, the rules briefly and distinctly stated, and the problems are practical and well selected to illustrate the various principles. The "Miscellaneous" Department is good, but not extensive enough to satisfy our own taste, though it probably would that of most teachers. One thousand additional problems scattered throughout the book, not specially illustrating any particular rule, but combining the various rules which have been passed over, and obliging the pupil to determine for himself what rules he shall apply, would, we think, be a valuable addition to this excellent work. We do not speak of this as a defect applying particularly to this Arithmetic. There are few which have a class of Problems so well selected, varied, and extensive as this.

DAVIES' UNIVERSITY ARITHMETIC. Revised edition.—

Davies' Mathematical works have had extensive circulation in the East, especially in New York. His University Arithmetic, like all his other mathematical works, except his "Grammar of Arithmetic," is good. The clearness of his definitions, his distinct analysis, and his sharp, brief propositions and statement of rules, strike one at once as excellent features in a mathematical work. At the end of his work he has a collection of over one hundred good practical, miscellaneous problems. The answers to the problems are given at the back part of the book. We think it would have been an improvement if they had been pushed entirely *outside* of it. Davies' Works are published by A. S. Barnes & Co., N. Y.

Notices of other works we must defer till the issue of our next Number.

H. B. WILSON, of New Albany, has our thanks for valuable assistance in extending the circulation of the Journal. Since our last, he has sent us some thirty or forty additional names.

Mr. COLE, agent of the Association, has been busy in the southern part of the State.

We call the attention of Parents and of Students to the advertisement of Fairfield Seminary, Fairfield, Herkimer County, N. Y.

ANNUAL MEETING OF STATE TEACHERS' ASSOCIATION OF INDIANA.

At Indianapolis, December 29, 30, and 31, 1856.

We give below the Order of Exercises as far as perfected by the Executive Committee:

Monday Evening.—Opening Address, by Prof. W. C. Larrabee, of Indianapolis.

Tuesday Morning.—Business, Resolutions, Reports. Obstacles to the progress of Public School Education in Indiana, by Prof. G. A. Chase, of Greencastle. Report on Phonetics, by Prof. Bishop, of Hanover.

Tuesday, P. M.—Report on Normal Schools, by C. Barnes, Esq., of New Albany. Address by Dr. Bobba, of Indianapolis.

Tuesday Evening.—Address.

Wednesday, A. M.—Report on System of Education best adapted to the wants of American people, by Prof. Twining, of Crawfordsville. Report of Committee on Memorializing the Legislature, by J. Hurty, Esq., of Richmond. History of Public School Education in Indiana, by J. B. Dillon, Esq., of Indianapolis.

Wednesday, P. M.—Statistical Reports from Members, Reports of Officers of the Association and Res. Editor of School Journal. Election of Officers.

Wednesday Evening.—Address and Social Meeting.

Provision will be made for the entertainment of all who attend. Arrangements will probably be made with the Railroad Companies to return members free. We hope to see a large attendance.

CORRECTIONS FOR DIRECTORY.—L. A. Estes is in the High School at Richmond. He was recently in the Friends' School.

R. W. McFarland is Prof. of Mathematics in Miami University, Oxford, O.

E. M. Stribbling, of Springfield, Ohio, one of our mathematical correspondents, is an Engineer, not a Teacher.

TEACHERS' DIRECTORY.

[Continued.]

Miss L. P. Alverson, Grammar School, Richmond, Ind.

Rev. R. B. Abbott, Prin. White Water Pres. Academy, Dunlapville, Ind.

G. W. Armstrong, Booneville, Warrick county, Ind.

Miss Sallie Bond, Richmond, Ind.

O. A. Brownson, Lamasco Grammar School, Evansville, Ind.

Miss Hannah Birdsall, Richmond, Ind.

Geo. Bowman, Delphi, Ind.

Miss Sallie D. Cotton, Cannelton, Perry county, Ind.

L. R. Conner, Troy, " "

John T. Cox, Noblesville, Ind.

J. E. Chapin, Greencastle, Ind.

Miss Ellen Cathcart, Indianapolis, Ind.

E. W. Cadwell, New Philadelphia, Ind.

G. W. Cone, Corydon, Harrison county, Ind.

Charles Daily, Orange, Fayette county, Ind.

Mrs. Harriet M. Dow, Cannelton, Perry county, Ind.

L. A. Estes, High School, Richmond, Ind.

Miss Jane Eldridge, Bedford, Lawrence county, Ind.

Miss Charlotte O. Ferguson, Rockport, Spencer county, Ind.

Miss Martha M. Griggs, Alton, Crawford county, Ind.

Miss M. A. Harrold, Salem, Washington county, Ind.
 Miss Jennie T. Hopkins, " " " "
 Miss Sallie A. Houston, Bedford, Lawrence county, Ind.
 G. L. Howard, Newberry, Warrick county, Ind.
 E. Hollowell, Canton, Washington county, Ind.
 Miss E. Jackson, Richmond, Ind.
 R. T. Kercheval, Grandview, Spencer county, Ind.
 Miss G. Lakin, Richmond, Ind.
 Prof. G. A. Lattimore, Asbury University, Greencastle, Ind.
 Josephine Logan, Richmond, Ind.
 Jno. Lavery, Cannelton, Perry county, Ind.
 Miss Elizabeth LaMar, Grandview, Spencer county, Ind.
 Miss Mattie LaMar, " " " "
 Miss M. A. Mitchell, Tampico, Jackson county, Ind.
 Mrs. Miriam Mosebey, Rockport, Spencer county, Ind.
 Joseph A. Morrow, Warren, Huntington county, Ind.
 Daniel R. McKim, New Boston, " " "
 Samuel McGuire, " " " "
 Miss Ellen Merrill, Lafayette, Ind.
 Miss Lydia A. Moore, " "
 N. Newby, Canton, Washington county, Ind.
 Miss Sarah Pettit, Lafayette, Ind.
 William L. Partridge, Rockport, Spencer county, Ind.
 Mrs. N. L. Parks, Bedford, Lawrence county, Ind.
 Miss Emma Payne, Corydon, Harrison county, Ind.
 Miss Clarissa Rogers, Richmond, Ind.
 Miss S. W. Robb, Cannelton, Spencer county, Ind.
 Miss L. M. Robb, " " " "
 Prof. D. H. Roberts, White Water College, Centreville, Ind.
 E. L. Stalker, Bedford, Lawrence county, Ind.
 G. E. Skaggs, New Boston, Spencer county, Ind.
 Hiram Lowder, Anderson, River P. O., Spencer county, Ind.
 Miss Annie Scholefield, Richmond, Ind.
 Rodolphus Smith, Rockport, Spencer county, Ind.
 N. A. Trueblood, Canton, Washington county, Ind.
 A. Trueblood, " " " "
 Miss E. E. Trueblood, Canton, " " "
 Miss Mary M. Terrill, Lafayette, Ind.
 Miss Sallie Vance, Lavonia, Washington county, Ind.
 Miss M. A. Vance, Richmond, Ind.
 Miss J. A. Way, " "
 Miss Abbie Wilson, Canton, Washington county, Ind.
 N. White, Carmel P. O., Hamilton county, Ind.
 Miss Elizabeth Wooden, Troy, Perry county, Ind.
 Wilford Wells, New Boston, Spencer county, Ind.
 T. H. Webb, Derby, Perry county, Ind.
 Prof. John Young, Pres. N. W. C. University, Indianapolis, Ind.

[To be Continued.]

THE
Indiana School Journal.

VOL. I. INDIANAPOLIS, DECEMBER, 1856. NO. 12.

LEARN EVERYTHING BUT KNOW NOTHING.

In our last number was an excellent article from the Philadelphia Ledger, with the above title. We cannot hope to present this matter in as clear and pithy a manner as the writer in the Ledger, but it is a subject which often occupies our thoughts, and we refer to it again, to call the attention of parents, especially, to the injury which is inflicted upon their children by superficial instruction. A parent remarked to me not long since, "We are in a great measure at the mercy of teachers. We do not feel competent to examine our children in many of the studies which they pursue at school." This is not true. Any education which is of value is practical. If your child is studying Philosophy and can not explain the ordinary phenomena which present themselves at every turn, then his Philosophy is doing him no good. He is learning nothing which is valuable. He is getting nothing from the study. If your child is studying Mathematics and can not compute the interest on a note—or give you the dimensions of a cistern of a given capacity—or measure a sand heap—or perform the various practical problems which present themselves in the ordinary routine of daily life, you may be sure, that his mathematics are doing him but little good. No matter if your questions are not in the book—they are the very kind which will most fairly and fully test the value of his book knowledge. If with his Geography he acquires no knowledge of the ordinary routes of travel—if, for example, when you ask him how he could most conveniently reach Paris, he has little or no idea of the route and the conveyances he would adopt—if he knows nothing of the commercial relations of nations, then his Geography is of trifling value. His

memory and not his mind is exercised, and the work of education is making but poor progress. This kind of examination is always within the reach of intelligent parents, even though they have little familiarity with the text-books of our schools. There is no need that your children should pass their school-life in so useless and unsatisfactory a manner. You have it in your power to obtain for them a more solid and valuable education. The fault is not more with teachers than with yourselves; generally, not so much. A false public sentiment in respect to education produces a pressure upon teachers which it is almost impossible to resist. You expect your children to pass over a large number of studies, and you impose upon teachers the necessity of teaching superficially. If you could be made to feel, that a little well learned is better than a great deal half learned, your demand upon teachers for more thorough instruction would be responded to. I have seen many specimens of the scholars which this system of crowding the whole circle of the sciences into the school routine of the youth of sixteen or eighteen usually makes. I recall one instance of a young lady, who had been through the whole course at one of our most popular establishments for *finishing the education* of young ladies. I was examining her for a situation as teacher in a school. I asked the following question in Mental Arithmetic: "15 is $\frac{3}{4}$ of what number?" After puzzling over it some time and giving several false answers, she said, that she had not studied Arithmetic for two years, but had been employed instead, in studying *Algebra and Geometry*. What must be the Algebra which has such an Arithmetical knowledge for its basis. Another case I call to mind: A young lady who presented me with her diploma from a popular institution as a certificate of her qualification for a teacher, was unable to compute the interest on a sum of money for three months at six per cent. Of course, her Algebra, too, had banished her Arithmetic. Generally, universally in fact, the excuse with such scholars is, "I was confused." And it is a truthful one. Ignorance always produces confusion. Their only mistake is in supposing that the confusion is temporary and the result of circumstances. *We only know that which we can command when we want it.* But we have already said more than we intended, and will only add, that if parents would require, not that their children should pass through a given routine of studies, but that every study which the pupil pursues should do all that it can be made to do for the discipline and development of the mind, you would

meet with a hearty response from teachers, and would materially change and improve our systems of instruction.

The following anecdote from the "Massachusetts Teacher," of the method of instruction adopted by a celebrated teacher of Music, most aptly illustrates the idea which we have endeavored to enforce :

"*Porpora*, one of the most illustrious masters of Italy, conceived a friendship for a young pupil whom he supposed possessed of the necessary requisites; and asked him if he had courage to persevere with constancy in the course of study which he would mark out for him, however wearisome it might seem. Having gained the consent of the young man, the master wrote upon a single sheet of paper the diatonic and chromatic scales, ascending and descending, the intervals of third, fourth, fifth, &c., in order to accustom him to the habit of taking them with freedom, together with trills, groups, appoggiaturas, and passages of various kinds in vocalization. This page occupied them two years; the third year came round, and nothing was said in regard to changing the exercises, and the pupil began to complain; but the master reminded him of his promise. The fourth year slipped away; the fifth followed with the same unaltered page. The sixth year found them at their task, but the master added to it some lessons in articulation, pronunciation, and lastly in declamation. At the end of this year, the pupil, who still supposed himself in the *elements*, was much surprised when his master one day said to him: 'Go, my son, you have nothing more to learn; you are the first singer in Italy.' It was *Cuffarelli*, one of the most distinguished singers in the world."

TOWNSHIP LIBRARY CIRCULAR.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Indianapolis, Nov. 16, 1856. }

To the Township Trustees:

GENTLEMEN:—I take this method to solicit your aid and co-operation in obtaining an item of educational information of great interest and importance, both to the Legislature and the friends of popular education. Our township libraries have been in use about a year and a half, and the extent to which the books have been read in their several localities, is a matter of common interest and curiosity. You will confer a special favor on the Superintendent, and do the cause of education an important and valuable service, if, immediately on the perusal of this circular, you will proceed to ascertain, from the librarian of your respective corporations, the number of volumes taken out of said library during the *twelve*

consecutive months since the reception of the last third of the books, in April, 1855.

Please state in your communication the name of your *civil township and county*, in connection with the number of volumes drawn from the library during the aforesaid period, so that due credit may be given in the next report. The omission of either of *these three* items would materially mar the value of the result sought, and prevent the proper credit being given to the corporation. Please, also, add an expression of the estimation in which the library is held by yourselves and fellow-citizens, and the general feeling relative to making the library feature a permanent element of our educational code. Let your action in the premises be prompt, and direct the communication to the "Superintendent of Public Instruction, Indianapolis," so that it may reach its destination on or before the 20th of December.

Please forward the desired expose, even if the information has been furnished your auditor, since it may not have reached him till after he has sent the circular. He has been requested to fill a return to this department. A large and valuable addition to the township libraries has been purchased and forwarded to all the counties, to be distributed to the several townships, on the basis of their population. The catalogue of books included in the said purchase will be found to embrace the standard authors in every department of literature and science. It is peculiarly rich in American history, biography, travels, and educational and ethical literature. These works will be found admirably suited, not only to cultivate, but also to gratify, a pure and elevated taste in every class of readers.

The bearings and value of such an exhibit of the workings of the library feature, are too obvious and important to escape the notice and appreciation of every friend of free schools and universal education, and, therefore, it is hoped that every one whose eye falls on this circular, will interest himself in having *his* township *properly and promptly* reported. *Editors* of all the papers in the commonwealth are respectfully solicited to give this circular an early insertion and a prominent position, on the second page of their respective sheets, with such editorial commendation to the notice of their patrons as they may deem the subject worthy.

Yours, truly,

CALEB MILLS, *Sup't.*

SCOTCH SCHOOLS.

Another characteristic of the Scottish schools, was, the mental activity with which the exercises were conducted, both on the part of teacher and pupils. I entirely despair of exciting in any other person, by a description, the vivid impression of mental activity or

celerity, which the daily operations of these schools produced in my own mind. Actual observation alone can give anything approaching to the true idea. I do not exaggerate when I say that the most active and lively schools I have ever seen in the United States, must be regarded almost as dormitories, if compared with the fervid life of the Scotch schools; and, by the side of theirs, our pupils would seem to be hibernating animals just emerging from their torpid state, and as yet but half conscious of the possession of life and faculties. It is certainly within bounds to say, that there were six times as many questions put and answers given, in the same space of time, as I ever heard put and given in any school in our own country.

Questions were put by the teacher with a rapidity almost incredible. When once put, however, if not answered, they are rarely stated again in words. If the first pupil can not answer, the teacher seldom stops to say "Next," but—every pupil having his eye on the teacher, and being alive in every sense and faculty, and the teacher walking up and down before the class, and gesticulating vehemently—with his arm extended, and accompanying each motion with his eye, he points to the next and the next, until perhaps, if the question is difficult, he may have indicated each one in a section, but obtained an answer from none; then he throws his arm and eye around towards one side of the room, inviting a reply from any one, and, if still unsuccessful, he sweeps them across the other side—and all this will take but half a minute. Words being too slow and cumbrous, the language of signs prevails; and the parties being all eye and ear, the interchange of ideas has an electric rapidity. While the teacher turns his face and points his finger towards a dozen pupils consecutively, inviting a reply, perhaps a dozen arms will be extended towards him from other sections or divisions of the class, giving notice that they are ready to respond; and in this way a question will be put to a class of fifty, sixty, or eighty pupils, in half a minute of time.

Nor is this all. The teacher does not stand immovably fixed to one spot, (I never saw a teacher in Scotland sitting in a school-room,) nor are the bodies of the pupils mere blocks, resting motionless in their seats, or lolling from side to side as though life were deserting them. The custom is for each pupil to rise when giving an answer. This is ordinarily done so quick, that the body of the pupil, darting from the sitting into the standing posture, and then falling back into the first position, seems more like some instrument sent suddenly forwards by a mechanical force and then rapidly withdrawn, than like the rising and sitting of a person in the ordinary way. But it is obvious that the scene becomes full of animation, when—leave being given to a whole division of a class to answer—a dozen or twenty at once spring to their feet and ejaculate at the top of their voices. The moment it is seen that the question has been rightly answered, and this is instantaneously shown by the manner of the teacher, all fall back, and another question is put. If this is not answered, almost before an atten-

tive spectator can understand it, the teacher extends his arm and flashes his eye to the next, and so on, and when a rapid signal is given to another side of the room, a dozen pupils leap to the floor and vociferate a reply.

In a school where a recitation in Latin was going on, I witnessed a scene of this kind—the room, unlike the rooms where the children of the common people are taught, was large. Seventy or eighty boys sat on deskless, backless benches, arranged on three sides of a square or parallelogram. A boy is now called upon to recite—to parse a Latin noun, for instance. But he does not respond quite so quickly as the report of a gun follows the flash. The teacher cries out, “Come away.” The boy errs, giving perhaps a wrong gender, or saying that it is derived from a Greek verb, when, in fact, it is derived from a Greek noun of the same family. Twenty boys leap forward into the area—as though the house were on fire, or a mine or an ambush had been sprung upon them—and shout out the true answer in a voice that could be heard forty rods. And so the recitation proceeds for an hour.

To an unaccustomed spectator, on entering one of these rooms, all seems uproar, turbulence, and the contention of angry voices—the teacher traversing the space before his class, in a state of high excitement, the pupils springing from their seats, darting to the middle of the floor, and sometimes, with extended arms, forming a circle around him, two, three, or four deep—every finger quivering from the intensity of their emotions—until some more sagacious mind, outstripping it rivals, solves the difficulty—when all are in their seats again, as though by magic, and ready for another encounter of wits.

I have seen a school kept for two hours in succession, in this state of intense mental activity, with nothing more than an alteration of subjects during the time, or perhaps the relaxation of singing. At the end of the recitation, both teacher and pupils would glow with heat, and be covered with perspiration, as though they had been contending in the race or the ring. It would be utterly impossible for the children to bear such fiery excitement, if the physical exercise were not as violent as the mental is intense. But children who actually leap into the air from the energy of their impulses, and repeat this as often as once in two minutes, on an average, will not suffer from suppressed activity of the muscular system.

The mental labor performed in a given period in these schools, by children under the age of twelve or fourteen years, is certainly many times greater than I have ever seen in any schools of our own, composed of children as young. With us, the lower classes do not ordinarily work more than half the time while they are in the school-room. Even many members of the reciting classes are drowsy and listless, and evidently following some train of thought—if they are thinking at all—whose scenes lie beyond the walls of the school-house, rather than applying their minds to the subject-matter of the lesson, or listening to those who are reciting, or

feigning to recite it. But in the mode above described, there is no sleepiness, no droning, no inattention. The moment an eye wanders, or a countenance becomes listless, it is roused by a special appeal; and the contagion of the excitement is so great as to operate upon every mind and frame that is not an absolute non-conductor to life.

One sees at a glance, how familiar the teacher, who teaches in this way, must be with the whole subject, in order to command the attention of a class at all.

I was told by the Queen's Inspector of the schools in Scotland, that the first test of a teacher's qualification is, his power to excite and to sustain the attention of his class. If a teacher can not do this, he is pronounced, without further inquiry, incompetent to teach.—*Horace Mann.*

DO N'T WASTE YOUR TIME.

AN ANECDOTE FOR PERSONS SEEKING THEIR FORTUNE.

This caption is applicable to all, but more especially to young men; and the incident we are about to relate is one of so forcible a character that we think it will be productive of good.

Two young clerks in a large American and French house in Pearl street, in the city of New York, were particularly intimate—so much so, that, although they boarded in different houses, yet were constantly together during the hours of recreation from business.

One of them had been presented with a little French poodle, and he at once set about instructing it to perform all those little tricks for which the breed are famed.

For some days his companion witnessed his persevering efforts to make "Grotto" bring his handkerchief, catch pennies, stand upon his hind legs, and do many other trifling but amusing tricks. At length he got tired of being a looker-on at so much waste of time, and resolved that whilst his friend was being the tutor of "Grotto," he himself would be a pupil to a French teacher, and endeavor to master the French language by the time "Grotto's" education was completed.

Without saying a word to his friend, he commenced his studies, and being diligent, fast acquired a knowledge of the language; he also improved from hearing a good deal of French spoken in the store, though he carefully avoided uttering a word. At length "Grotto" was finished, and had very truly acquired a knowledge of an infinite number of amusing games, and his owner prided himself no little on his acquirements.

The owner of "Grotto" was a little the senior of the other, in the store, and of course ranked above him in promotions. One morn-

ing he came out of the private room of the principal member of the firm, and, looking very much downcast, approached his friend.

"Tom," said he, "the firm want to send one of the clerks to France this summer, to buy goods, and they have offered the chance to me, providing I could speak French, but as 'oui' is about the extent of my French, it's no go for this child. Heavens! what a fool I was in not studying it when I was a boy."

"Well," said Tom, "whose chance is next?"

"Why, yours, of course, ha! ha! ha! they will put the question all round, out of politeness, and as none of us can *parley vous*, ha! ha! ha! why somebody will be engaged, and all of us headed off."

In the course of the morning, Tom was called before the firm, and in glowing terms were the advantages set forth, if he could only have spoken the language of the country they wished him to go to. Tom listened with delight, and inwardly chuckled at the surprise he would give them.

"Of course," said one of the firm, "you should have the situation if you could only speak French, but as you can not, we shall have to employ some one else. Very sorry, great pity," &c.

"Well," said Tom, "it can't be helped, and there is no time, I suppose, to study now, so I must just do the best I can. Mr. Toutette, shall you and I have a little chat, and perhaps I may pass muster."

Mr. Toutette and Tom entered into an animated conversation, very much to the surprise of all present, which, after being kept up in double quick time for some fifteen minutes, Mr. Toutette very candidly told his partners that Tom was fully competent for the place.

Tom was a great favorite, and the firm were heartily glad that he was capable of holding the situation, and he was instructed to prepare himself for departure by the next steamer.

Tom now returned to his friend, who met him with a right good "ha! ha! ha!"

"Well, Tom, no use; I told you so."

"Ah!" replied Tom, "you are out this time. My French has been approved of, and I am done here—I sail by the next steamer."

"You do n't say so; but Tom, when did you learn French?"

"When you were teaching 'Grotto.'"

A new light flashed across the vision of "Grotto's" master.

"What!" said he, "Whilst I was fooling over that dog, were you studying?"

"Just so; and you now know with what success our time has been rewarded."

By the judicious disposal of time, one young man is on the high road to mercantile fame and fortune, whilst, by throwing away time, another, equal in abilities, is doomed to drudgery and clerkship perhaps all his days.—*R. I. Schoolmaster.*

EDUCATIONAL MEETINGS.

Now, that the period of political excitement is over, ought not the teachers and friends of Education in our State to bestir themselves, and hold educational meetings for mutual encouragement and improvement, and for the promotion of the best interests of our Public Schools?

If we would not lose the ground already gained, untiring effort must be exerted. Free Schools are not, and never have been, in our State, generally popular. Present the question, of Free Schools six months in the year, with an annual tax of twenty cents on the hundred dollars, to the voters of the State this winter, and it would be emphatically negatived. Why wonder at it? The masses of the people all over the State, with a few happy, favored counties, as exceptions, have never been blessed with the advantages of a properly conducted Free School, under the superintendence of a real "*live*" teacher.

Our people are not miserly. They do *not* generally love the "almighty dollar" better than their children. They feel an anxiety for the proper education of them. They make effort after effort to secure it. But owing to their ignorance of what constitutes the proper qualifications of a teacher, and the necessary finish and furniture of a good school-room, they meet failure, and become indifferent, if not disheartened. Hold neighborhood, township, and county meetings. Discuss familiarly the best methods of teaching and disciplining the Public Schools, and the sympathy and energy of many a slumbering citizen will be aroused.

Teachers must begin the work. They are the educational priesthood. Sacrifice must begin with *them*. They must kindle the fire upon the great educational altar and keep it brightly burning, until the whole people, seeing the smoke and feeling the warmth, shall thunder forth, "amen."

GREENCASTLE, NOV., 1856.

G. A. C.

FREE SCHOOLS IN SOUTH CAROLINA.—The Commissioners of Free Schools, at the session of the Legislature in 1853, reported 1275 schools and teachers in the State, in which 13,128 scholars were taught; which cost the sum of \$66,464. These schools are under the superintendence of Commissioners for each Parish.

The City of Boston expends, yearly, almost four times as much for her Free Schools as the whole State of South Carolina.

PROF. EDWARDS ON THE STUDY OF THE CLASSICS.

MR. EDITOR:—Perhaps the following extracts from *Prof. Edwards*, published in "Bib. Sacra," in 1851, may be interesting and useful to your readers.

In speaking of the nature of the "Classics," or their inherent *fitness* and *tendencies* in *disciplining* the "*faculties*," he says: "One of the most obvious and important results of classical study, is the habit of discriminating thought, which it insures. It involves, from beginning to end, a nice analysis, a delicate perception, a constant collection of words, a sharp definition of synonymous terms, a patient process of comparison till the words which hit the case are determined, a weighing of evidence, a balancing of shades of thought, almost imperceptible. In these processes, the mind acquires the power of recognizing the slightest varieties in thought and speech, something like a quick and unerring instinct; the judgment becomes like the scale, capable of weighing the smallest particle, of detecting the slightest variations. Language is no longer an uncertain instrument. Many apparent synonyms are shown not to be such in reality.

"This power of discrimination has respect, be it remembered both to words and thoughts. One trained under this discipline has acquired, at the same time, the elements of the most effective style, and the ability to form the most careful judgments.

"That the acquisition of a copious stock of select language is one of the effects of classical study, might be proved from the experience of distinguished men in all the learned professions."

In speaking of "the effects of the study on the *taste*, *imagination*, and *general culture*," he says, some of the benefits are these: "The mind learns to delight in order, proportion, fitness, and congruity. It instinctively shuns extravagance, finical terms, unseemly plays of words, all straining after effect, all ostentatious parade, all dainty expressions, all cant phrases, all tautology and wearisome diffuseness.

"It would be an unpardonable offense against his old teachers, if the scholar should deck out his composition with tawdry ornaments, or deform them with unseemly adjuncts. He feels as the student of Raphael or Michael Angelo does, that they will frown on aught which interferes with the severe simplicity or the heavenly beauty, which speaks in every lineament of their words."

REGULAR PERIODS FOR STUDY.

No matter how young the scholar--every one who is old enough to attend school is old enough to be taught the lesson which lies at the foundation of all education, that of close application. It may be only for two or three minutes at a time, but during that time, his school exercise should exclude every thing else. This power of fastening the mind to one thing is the primary lesson. Without it there is no such thing as successful scholarship. At first it must be obtained by the command of the teacher. He who waits until the pupil of his own accord shall acquire this habit, will wait a long time. Of course the untrained, unformed mind of the young child can not long be confined to any kind of work, and the length of time which he can be thus closely and exclusively confined must depend upon his age and maturity of mind. It may be ten minutes, it may be five, but whatever it be, while it lasts, it should be work, hard work, and nothing else. If this lesson were carefully taught by the teachers and thoroughly learned by the scholars of our Primary schools, we should see less of the busy idleness, and listless half study, half loafing, which too much characterize our schools. A half-hour of real hard work will accomplish more than six hours of the kind of work which we too often see. Separate from the mere knowledge of books which is acquired, habits of application are formed in which is often more valuable mental discipline, more real education, than in the whole routine of school studies.

SCIENTIFIC.

It is a rare thing for a city to enjoy in the way of scientific entertainment what the citizens of Albany did in the month of August last. The tenth meeting of the *American Association for the Advancement of Science* commenced its session on the 20th of August, and closed on the 28th, to meet the 12th of August, 1857, at Montreal, to which city they had been invited by the City Council and Natural History Society.

The meeting at Albany was the largest scientific meeting that has ever been held in this country, numbering among its members some from places a thousand miles distant, besides a deputation

from Canada. The Association is divided in three sections; namely:

- I. Section of Mathematics, Physics, and Chemistry.
- II. Section of Natural History and Geology.
- III. Ethnology.

In Section I, 65 papers were presented; in Section II, 43; and in Section III, 7. We would like to give a list of these papers, but it would occupy several pages of our Journal, and therefore it can not be done, as we have a quotation to make which will better suit the general reader.

The citizens of Albany had also selected the time of the meeting of the Association, for the inauguration of the State Geological Hall and the Dudley Observatory. The former was inaugurated on Wednesday, the 27th of August, and the latter on the 28th. The address at the inauguration of the Geological Hall, was by Prof. Agassiz, which "ably sustained the view, that 'nature can only be the work of an intellectual Being—of Mind—of an Individual God.'"

It is frequently said, that republics are not patrons of science. But this, so far as our *government* is concerned, is disproved by the Coast Survey, and so far as our *citizens* are concerned, by the establishment of the Dudley Observatory, which originated in a gift of \$25,000 by Mrs. Dudley, relict of the late Chas. E. Dudley, formerly a member of Congress from Albany. A letter from Mrs. Dudley was read at the inauguration, announcing the additional gift of \$50,000 to the Observatory, and since that time, a gift of \$10,000 has been announced from T. W. Olcott, Esq., of Albany.

The inauguration address of the Observatory was delivered by Edward Everett. We cite from it to prove that a man may be eloquent even about science and its cultivators. We think no finer tribute to Galileo can be found in any language, than the following: *Galileo*.—"On this great name, my friends, assembled as we are to dedicate a temple to instrumental astronomy, we may well pause for a moment. There is much, in every way, in the city of Florence to excite the curiosity, to kindle the imagination, and to gratify the taste. Sheltered on the north by the vine-clad hills of Fiesole, whose cyclopean walls carry back the antiquary to ages before the Roman, before the Etruscan power, the flowery city (Florenza) covers the sunny banks of the Arno with its state-ly palaces. Dark and frowning piles of mediæval structure; a

majestic dome, the prototype of St. Peter's; basilicas which enshrine the ashes of some of the mightiest of the dead; the stone where Dante stood to gaze on the Campanile; the house of Michael Angelo, still occupied by a descendant of his lineage and name, his hammer, his chisel, his dividers, his manuscript poems, all as if he had left them but yesterday; airy bridges, which seem not so much to rest on the earth as to hover over the waters they span; the loveliest creations of ancient art, rescued from the grave of ages again to enchant the world; the breathing marbles of Michael Angelo, the glowing canvas of Raphael and Titian, museums filled with medals and coins of every age from Cyrus the younger, and gems and amulets and vases from the sepulchres of Egyptian Pharaohs coeval with Joseph, and Etruscan Lucumones that swayed Italy before the Romans; libraries stored with the choicest texts of ancient literature; gardens of rose, and orange, and pomegranate, and myrtle—the very air you breathe, languid with music and perfume—such is Florence. But among all its fascinations, addressed to the sense, the memory, and the heart, there was none to which I more frequently gave a meditative hour during a year's residence, than to the spot where Galileo Galilei sleeps beneath the marble floor of Santa Croce; no building on which I gazed with greater reverence, than I did upon the modest mansion at Arcetri, villa at once and prison, in which that venerable sage, by command of the Inquisition, passed the sad closing years of his life. The beloved daughter on whom he had depended to smooth his passage to the grave, laid there before him; the eyes with which he had discovered worlds before unknown, quenched in blindness:

*' Ahime! quegli occhi si son fatti oscuri,
Che vider più di tutti i tempi antichi,
E luce fur dei secoli futuri.'*

That was the house 'where,' says Milton, (another of those of whom the world was not worthy,) 'I found and visited the famous Galileo, grown old—a prisoner to the Inquisition, for thinking on astronomy otherwise than as the Dominican and Franciscan licenses thought.*' Great Heavens! what a tribunal, what a culprit, what a crime! Let us thank God, my friends, that we live in the Nineteenth century. Of all the wonders of ancient and modern art, statues and paintings, and jewels and manuscripts—the admiration and the delight of ages—there was nothing which I beheld

* Prose Works, vol. 1, p. 213.

with more affectionate awe than that poor, rough tube, a few feet in length—the work of his own hands—that very ‘optic glass,’ through which the ‘Tuscan Artist’ viewed the moon,

‘At evening, from the top of Fiesole,
Or in Val d’Arno, to descry new lands,
Rivers, or mountains, in her spotty globe,’—

That poor little spy-glass, (for it is scarcely more,) through which the human eye first distinctly beheld the surface of the moon—first discovered the phases of Venus, the satellites of Jupiter, and the seeming handles of Saturn—first penetrated the dusky depths of the heavens—first pierced the clouds of visual error, which, from the creation of the world, involved the system of the Universe.

“There are occasions in life in which a great mind lives years of rapt enjoyment in a moment. I can fancy the emotions of Galileo, when first raising the newly-constructed telescope to the heavens, he saw fulfilled the grand prophecy of Copernicus, and beheld the planet Venus crescent like the moon. It was such another moment as that when the immortal printers of Mentz and Strassburgh received the first copy of the Bible into their hands, the work of their divine art, like that when Columbus, through the gray dawn of the 12th of October, 1492, (Copernicus, at the age of eighteen, was then a student at Cracow,) beheld the shores of San Salvador; like that when the law of gravitation first revealed itself to the intellect of Newton; like that when Franklin saw by the stiffening fibres of the hempen cord of his kite, that he held the lightning in his grasp; like that when Leverrier received back from Berlin the tidings that the predicted planet was found.

“Yes, noble Galileo, thou art right: ‘*E pur si muove.*’ ‘It does move.’ Bigots may make thee recant it; but it moves, nevertheless. Yes, the earth moves, and the planets move, and the mighty waters move, and the great sweeping tides of air move, and the empires of men move, and the world of thought moves, ever onward and upward, to higher facts and bolder theories. The Inquisition may seal thy lips, but they can no more stop the progress of the great truth propounded by Copernicus, and demonstrated by thee, than they can stop the revolving earth.

Close now, venerable sage, that sightless, tearful eye; it has seen what man never before saw—it has seen enough. Hang up that poor little spy-glass—it has done its work. Not Herschell

nor Rosse have, comparatively, done more. Franciscans and Dominicans deride thy discoveries now; but the time will come, when, from two hundred observatories in Europe and America, the glorious artillery of science shall nightly assault the skies: but they shall gain no conquests in those glittering fields before which thine shall be forgotten. Rest in peace, great Columbus of the heavens—like him scorned, persecuted, broken-hearted!—in other ages, in distant hemispheres, when the votaries of science, with solemn acts of consecration, shall dedicate their stately edifices to the cause of knowledge and truth, thy name shall be mentioned with honor.”

W. D. H.

CORRECTION.—In our article on *Planetoids* in the October Number, the compositor by mistaking our *o* for an *a* made us commit what might be thought to be a literary blunder by making us say, *Bade* instead of *Bode*.

NORMAL SCHOOLS.

“Those seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education.

“These training seminaries would not only teach the masters the branches of learning and science they are now deficient in, but would teach them what they know far less—the didactic art—the mode of imparting the knowledge which they have or may acquire; the best method of training and dealing with children, in all that regards both temper, capacity, and habits, and the means of stirring them to exertion and controlling their aberrations.”—*Lord Brougham*.

“The best plans of instruction cannot be executed, except by the instrumentality of good teachers; and the state has done nothing for Popular Education if it does not watch, that those, who devote themselves to teaching, be well prepared.

“In order to provide schools with masters, competent and conscientious, the care of their training must not be left to chance; the foundation of Teachers’ Seminaries must be continued. I place all my hopes, for the education of the people, in these Seminaries.”—*Cousin*.

“We need an institution for the formation of better teachers; and, until this step is taken, we can make no important progress. The most crying want in this Commonwealth, is the want of accomplished teachers. Without good teaching, a school is but a name. An institution, for training men to train the young, would be a fountain of living waters, sending forth streams to refresh present and future ages.”—*Dr. Channing*.

THE FROZEN NORTH.

Sir John Franklin set sail from England, ten years ago, to find a passage through the Arctic sea from the Atlantic to the Pacific ocean. He never came back; and many ships have been sent in search of him. One expedition for this purpose was fitted out by a New York gentleman, Henry Grinnell, and put under the charge of a daring traveler, Dr. Kane, of Philadelphia. Dr. Kane having stayed beyond his time, vessels were sent in search of *him*. This was called the Kane Relief Expedition. It sailed from Brooklyn, May, 1855, under the command of Captain Hartstein. By the 4th of July, they entered Davis Straits, the home of ice-bergs and snow-storms. The first land made was Lively, the capital of Danish Greenland, a town of 150 Esquimaux Indians, and twice as many dogs. Here nothing had been heard of Dr. Kane since his ships put in there on their way north. The next port was Upernavik, which they made in a drifting snow-storm. Nothing was to be seen but three houses, a church, and numerous burrows, which they took to be dog-hills, but which really were the huts of Christian Indians. No news of Dr. Kane since he stopped on his way for the north.

After leaving here, the vessels got into a "pack," which is a great field of broken ice. As the ice closes and opens, you see streaks of black-looking water; these are called "leads." Sailing through a "lead," ships are in danger of being "nipped." A "nip," as the sailors call it, is a pretty severe jam between cakes of ice piled up on both sides sometimes so great that vessels are nearly lifted from the water and keeled over; walking decks in such a case is like climbing up a steep hill. Sometimes the pitch is squeezed out of their sides, and they groan and strain like a dying giant. And sometimes all hands are on the ice, towing a ship as horses do a canal-boat.

How should you like Arctic sailing?

One day Capt. Hartstein had a fall severe enough to throw him off duty. But off duty he was not to be easily thrown. He limped on deck, ordered a rope to be tied round his waist, and was hoisted by a couple of sailors to the masthead, where, perched in a sort of a tub called a crow's-nest, with a bowl of soup sent up to him, he stayed thirty-six hours on a stretch, the thermometer below freezing. Working their way slowly through the ice, they kept a sharp lookout on the coast, hoping to see a cairn. What is that? A heap of stones, often left by explorers to mark where their track has been. At last the captain thought he spied one, on a distant cliff. Orders were instantly given to man a boat and pull for the shore. How grateful to meet *any* sign of human life in this desolate region! The sailors landed and scrambled up the icy cliff, but only to be disappointed. A little farther on, however, another was discovered. They made for the rocks, and were overjoyed to find a bottle with "K." marked on the cork, a scrap of paper

wrapped up in flannel, with Dr. Kane's name on it, some bullets and matches. The party had certainly been there; but *when, what direction did they afterwards take, and where now?* were fearful questions, upon which no light was thrown. The season was getting late, for it was now August, and frowning mountains of ice barred up the way further north. There was nothing to do but to return; yet to return with no news of the missing ships was very hard. One fine, still day, the watch on the fore-castle heard a strange noise in the distance. Was it a bear? A man? The sailors eagerly harkened. With another puff of the wind it came again, and a "regular English halloo" they declared it was. A boat was manned, and sent in the direction of the sound. But nothing was descried, and the men lay on their oars, when another halloo louder than before. "Where did it come from?" "Who was it?" The sailors dashed through the open water, and presently caught sight of two men on a distant ice-point, showing signs of joy at their approach. "Who were they?" "Any of the Kane crew?" They took up the spy-glass, but how great was their disappointment to find them only Esquimaux. In hopes, however, of learning something of their missing countrymen, they rowed up the bay and landed on a pale green moss covered with wild flowers. I am sure the sight of flowers must have cheered and encouraged the men.

The Indians were delighted, and led them round a glacier to their village, a few summer tents, full of puppies and babies. The men and women came out crying, "Holloo, Dokto Kayen." They had India-rubber coats, tin cups, and knives, which on being asked where they came from, "Dokto Kayen geef," they answered. Here was a clue to the enterprising navigator. He had certainly been there, and by signs and drawings they learned, that he had gone by a dog-train southward. This was news, good news. As it was too late to get back to the ships that night, the party spent the night with the Indians.

What do the poor creatures contrive to live upon in these desolate regions? Farther south seals are plenty, but here they are scarce, and their place is supplied by innumerable flocks of birds; for every region has its own resources. One called the auk, seems to answer a variety of uses. The meat is excellent food, its fat is burned for light and heat, and clothes are lined with its skin. In the night a child woke up crying with cold feet. Its mother got up, killed and skinned a couple of auks, and turning the skins wrong side out, drew them while still warm on to the child's feet. An ingenious way of feet warming, you will think.

After the boat returned to the ships, a severe gale sprung up; they drifted southward, and having met with very rough weather, they again made the port of Lively. "Brig in the harbor!" shouted the man in the crow's-nest. The brig hoisted American colors; presently another was run up, bearing the name of Henry Grinnell. A kayak rounded the headland, making towards them. Kayak is an Esquimaux canoe. "Those are Yankees; no Danes

feather their oars in that way," cried the sailors, straining their eyes at the strange-looking crew. A man stood up in the stern, whether white man or savage, it would be hard to tell. Nearer it came. Spy-glasses were raised. A shout of joy and welcome. It was Dr. Kane!

How delightful the meeting; and how the news of the safe return of both parties to New York spread joy over their friends and over the country, all those who take an interest in the virtuous and gallant deeds of men periling their lives in the pursuit of some high end, will well remember.—*Child's Paper*.

A WORD TO YOUNG TEACHERS.

An old teacher once said, "every child has some brute and some man in it, and just in proportion to the brute, you must whip it." We have no objection to offer against this theory, provided, the whipping be strictly proportionate to the brutish propensity of the child; but, if we may judge by the practice of some school-masters, humanity gleams with but sickly ray through the nature of the child; and the only wonder is, that under such a regime, its divine light is not utterly extinguished.

That such is not the legitimate result, is by no means a feeble argument that the *man* greatly preponderates in the nature of the child.

If, then, the child be vastly more human than brutish, it is no difficult task to prove that those influences which are said to be most efficacious in training the rude nature of the brute, ought to give place to such as have been proved, beyond a doubt, to be most effectual in disciplining the human will.

We are, however, prepared to attempt to prove that physical force is, by no means, the most successful principle employed in taming and managing the *brute* creation. I might mention instances of men who have distinguished themselves by their success in taming and teaching animals—as Signor Blitz with his Canary birds—Youatt, with dogs—Le Ferue and others with horses; by all these, more was accomplished by tact and management than by physical force.

Indeed, every farmer possessing good sense will tell us, that the less whipping employed in managing horses and oxen on the farm, the better the result; and, that if you wish to manage a swine, which some consider as much devil as brute, it can be done in no

way so well as by humoring him ; for, if he once faces his driver and is pressed upon, he will break through a regiment before he will retreat. If there be a more excellent way in the management of the lower animals, its effect when brought to bear upon the human intellect, the godlike property of man, will be tenfold more satisfactory.

Even those most unfortunate of God's creatures—the hopelessly insane—in whose minds the star of reason is obscured by impenetrable clouds of more than Cimmerian gloom, are comparatively docile under the heavenly sway of kindness.

Read the history of Asylums for the insane in Europe and America, as they were managed twenty years ago ; and then visit such Institutions of the kind as ours at Indianapolis, or the one at Columbus, Ohio, and your heart, gentle reader, will leap with emotions of gratitude to the supremely benevolent God. The comparative history of prisons and the treatment of criminals, will produce the same agreeable result in the heart. A review of this subject, with the history of prison discipline and the labors of the philanthropists, Howard, Miss Dix, and others, excites no ordinary degree of interest, and leads us to wonder, that such ignorance and cruelty could ever have existed under the reign of the Gospel of Christ, which breathes “peace on earth and good will to man.”

If, then, those gentle, persuasive influences can tame the brute, soften the miseries of lunacy, reform the most abandoned of earth's outcasts, and are the legitimate results of the Gospel, surely, the man who will still use physical force in the management of children and youth, as the prime mode of discipline, must be either blindly ignorant or obstinately perverse. In either case he is unfit to discharge the high duties of a teacher.

This conclusion is sustained by reference to the every-day life of the school-room. Corporal punishment, then, is not of primary necessity, because, by the exercise of the proper tact, the teacher can prevent nearly all occasions which would seem to justify such a severe mode of punishment. “An ounce of prevention is worth a pound of cure,” is true in this case, as in every other.

Suppose a teacher with the proper tact, is about to undertake the management of what is called a “hard school,” one which has been kept under only by the muscular energy of some Hercules, who would have made a better blacksmith than teacher. Every one tells him, that “it is only by flogging that he can keep the

imps in subjection." He begins his school. He has gained some true knowledge of human nature. Like the skillful musician, he knows which string to cause to vibrate, which key to touch. He is careful never to place himself in a position before his pupils which may appear to be a hostile one. He acts with caution lest he should excite the organ of combativeness. He takes the "whiprow" of all his pupils' prejudices and mischievous inclinations, and, in this way, establishes good order and harmony without their knowing *how* or *why*. He employs a power which creates greater force than straps and ferules.

The teacher resting his moral lever upon his pupil's better feelings as a fulcrum, and applying his tact as a power, overcomes the dead weight of the scholar's innate love of idleness and fun. Under such an administration, there is no need of a resort to corporal punishment as the prime mode of discipline. There is a better way. There is no *real* necessity. There is often an *apparent* one. Even the best and most patient of teachers often imagine, that they know no other remedy for certain faults which they may have failed to prevent; but serious reflection and persevering effort seldom fail to convince them that the necessity for so severe a remedy is not a law of nature, but, only a creature of the imagination.

But shall not the inexperienced instructor, who fails in the necessary tact to get along without, have recourse to corporal chastisement as the chief means of securing order? Who gave such a man his high commission to enter the school-room as an educator? If a man without natural tact, nature did not. If a man who possesses the "gift," while he refuses to cultivate and exercise it, God did not. If he has never been commissioned by birth or Providence, can he receive a valid license from the school examiner? Manifestly, no; then let such a young man or woman turn his attention to other fields of labor. This great field of educational industry is properly open to those of both sexes who have genuine hearts, and comprehend the meaning of the word *humanity*.

GREENCASTLE, Nov. 25th.

G. A. C.

MEN of genius are often dull and inert in society, as the blazing meteor when it descends to the earth is only a stone.

MATHEMATICAL DEPARTMENT

W. D. HENKLE, Editor.

SOLUTION OF No. 20.—BY THE EDITOR.

Writing the equation in a different form we get

$$x^4 - 2(a+b)x^3 + 2a(a+2b)x^2 - 2a^2(a+b)x + a^4 = c^2x^2$$

Adding to both sides of this equation $(a-b)^2x^2$, then taking the square root, and for the sake of brevity putting $(a+b)=2m$, and the square root of $(a-b)^2+c^2=2n$, we get

$$x^2 - 2mx + a^2 = \pm 2nx; \text{ whence}$$

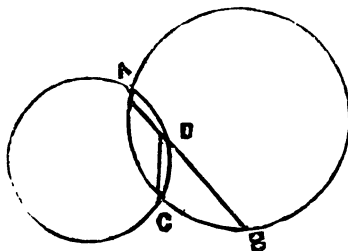
$$x = p \pm (p^2 - a^2)^{\frac{1}{2}} \text{ where } p = m \pm n$$

No. 21.

[We have received no solution of this problem. One of our contributors thinks it cannot be solved by elementary geometry. We hope the problem will still be a subject of study, and that we shall soon receive a solution, if not by elementary geometry by the conic sections.]

SOLUTION OF No. 21.—BY THE EDITOR.

22



Conceive the thing to be done. In the triangle BCD we know the side BD and the angles BDC and CBD (because we know the measures of these angles) when BC and CD are known.

[This problem is one of those that are very apt to baffle for a long time, the attempts of the operator. The solution that we have given is so exceedingly simple that those who have tried it will wonder that they did not discover it immediately. We have received only one solution to this problem. It was sent by E. M. Stribbling, and consisted in finding a fourth proportional to certain lines.]

PROBLEM No. 26.—BY H. LENMEL.

Given $x^2y + xy^2 = a$ and $x^2y^7 + x^7y^2 = b$ to find x and y .

PROBLEM No. 27.—BY J. K. CRAVENS.

Two crows were observed sitting on the extreme ends of one side of a rectangular field 320 rods long. One being approached flew exactly diagonally across, and lit on the opposite corner; the other flew also to the opposite side, crossing the other's back at right angles, and lit just 180 rods from the other. Required the width of the field.

The fortieth planetoid has been named *Harmonia*.

The forty-first planetoid, named *Daphne*, was discovered by HERMANN GOLDSMIDT, May 22, 1856, at Paris.

The forty-second planetoid, named *Isis*, was discovered May 23, 1856, by Mr. POGSON, first Assistant at the Radcliffe Observatory, Oxford, Eng

The celebrated geologist, the Rev. Dr. BUCKLAND, died the 14th of August, 1856. He was born in the year 1784, at Axminster, in Devon. Dr. BUCKLAND became insane in 1850, and did not afterwards sufficiently recover to attend to scientific pursuits.

Prof. JAS. HANN, an English mathematician, and SIR JOHN ROSS, the Arctic explorer, have also recently deceased.

Robinson's work on *Analytical Geometry and Calculus*, which we announced in the January Number as being in press, was issued last August. For a partial review of it, see Book Notices.

EDITORIAL MISCELLANY.

TO OUR READERS.

This Number ends the first Volume of the "Indiana School Journal." The necessity of its establishment was felt by the State Association, and a few sanguine spirits were confident that it could be and would be supported. At the Annual Meeting at Madison last December, it was decided to make the experiment, and pledges to the number of 476 copies were there obtained. So far as its pecuniary success is concerned, it has been all that its friends could have expected or even hoped. The close of the year finds it not only free from embarrassment, so far as its own legitimate expenses are concerned, but it is believed, that the additional expense of hiring an agent to canvass the State, which was voted at the Meeting at Lafayette in August last, can be met out of the funds of the Journal. Pecuniarily, then, we could not have asked that the close of our first volume should have shown a better result. Of the Journal itself, we will only say, that the friendly reception it has met with from Teachers, has been most gratifying to us. We believe it has done a good work for Education in our State. As a record of our Educational History, it is not without its value; and in connection with our Association it has been the means of bringing together and centralizing the influence of Teachers and Educators.

It is to be hoped that, at no distant day, the resources of our Association will enable us to place the Journal under the Editorial charge of a Resident Editor, who can devote his whole time to it. As for ourself, like our coadjutors, our other duties are such as to engross a large share of our time, and although we detest excuses, and heartily believe in the Napoleonic creed of judging a man by his success, still we feel somewhat justified in pleading our other duties in extenuation of our editorial short-comings. Our readers will accept the excuse for what it is worth. To our Associates, we are under great obligation, and our frequent calls for "more" have been answered with a liberality and cheerfulness that have made our work comparatively light.

If any of our subscribers have not received their Journals, if they will notify us to that effect, we will immediately supply the missing numbers. Judging from our own experience, this will be the case in many instances. Uncle Sam sometimes is a little careless as well as other folks. For example, we received a letter some days since from a subscriber inclosing his subscription, which was mailed May 24th. The past year has been an exceedingly busy one for the old gentleman, and doubtless in preserving the Union and taking care of political affairs generally, minor matters have sometimes been overlooked.

In closing, let us urge teachers to be present at the Meeting, December 29th, 30th, and 31st, and let effective measures be taken not only to sustain our Journal but to send it into every part of the State.

CANNELTON.

This is a place of some three thousand inhabitants, situated on the Ohio; and is the location of a large manufacturing establishment. The population is mostly foreign. It has, at intervals, enjoyed good Educational advantages under successful teachers, but there has been but little permanency in these operations, owing to various opposing causes. An Educational organization has, at length, been accomplished; and there is a prospect of a better state of things. A new school building has just been completed at an expense of \$5,000. At my arrival the schools were just being organized. They are under the Superintendence of Mr. Laverty, aided by a full corps of intelligent teachers. There are, as yet, but three departments—the Primary, in charge of Mrs. Dow, assisted by Miss Gest; the Secondary, in charge of Miss Sarah Kolb, aided by her sister; and the Grammar School under Mr. Laverty himself, with the assistance of Miss Sarah Cotton. All the teachers, with *one exception*, subscribed for the Journal.

As the schools were but partially organized, it might seem improper to say much of them, except that the teachers appeared alive to the interests of their enterprise; and sanguine of success. And I have no doubt, but that they *will succeed*. They have an efficient Board of Education. Mr. Kolb, the Chairman, went along with me in presenting the claims of the Journal to the citizens; and I am largely indebted to him for my success. I wish I could meet such aid in all my travels.

Cannelton has paid during the last year—

| | |
|--------------------------------|---------|
| Special School Tax | \$1,300 |
| Tax for Building Purposes..... | 5,000 |
| In Private Tuition | 1,500 |

I went from Cannelton to Rome, the County seat of Perry county. This is a decayed town on the Ohio—exhibiting scarcely a vestige of life—is becoming “small by degrees and beautifully less.” I found neither schools nor teachers, and no immediate prospect of any. It is the first county I have visited, where the county officers did not take the Journal. I went across the river to Stephensport in Kentucky, and succeeded very readily in getting a teacher there to subscribe. I visited Derby, a very small town in the same county, and procured the patronage of the teacher. Perry county is very hilly—but little of the land is really fertile; the agricultural resources are scarcely at all developed; and her Educational interests are seriously languishing. There were hardly any schools in operation during my visit.

The condition of Educational matters there may be easily gathered from the following Statistics for the last year:

| | |
|--------------------------------------|---------|
| General School Tax Levied | \$2,549 |
| Tax for Building School-houses | 1,633 |
| Cost of Criminal Jurisprudence..... | 3,140 |

I next visited Crawford county. This is emphatically the most discouraging part of my field of labor. The country is rough and but partially cultivated; and is in no small degree emblematical of a majority of the inhabitants. There were hardly any schools in operation, and but a remote prospect of their becoming so. I found a young lady, from the State of New York, teaching in Alton. She cheerfully paid her dollar for the Journal. All the rest of the teachers, that I found, were about quitting their schools and the State at the same time; and declined our paper. Leavenworth is the county seat of this county, a place of about one thousand inhabitants. They have a school in operation, but near its close. The teacher is an efficient one, but is leaving teaching for another profession. There is no prospect of having his place supplied soon. The County Officers, the School Trustees, and the citizens generally, had *no need(?)* of the Journal. The schools in this county are generally taught as long as the School Funds last, not often longer. The region is sparsely settled, and the Educational interests must languish until a better spirit prevails.

The following are the Statistics of Crawford county, for the last year:

| | |
|-------------------------------------|---------|
| General School Tax Levied | \$1,508 |
| Tax Building School-houses | 2,130 |
| Cost of Criminal Jurisprudence..... | 1,800 |

From this place I went to Corydon, the County seat of Harrison county. This is a pleasant rural village of some thousand inhabitants. It was at first the seat of government of the State. The log building in which was held the Convention, that formed the first Constitution of this State, is still standing; and is occupied as a dwelling. Long may it remain, as a monument of the wisdom and prudence of the men who gave us our first organic law.

“Those suns are set. O! rise some other such,
Or, all that we have left is idle boast of old
Achievement; and despair of new.”

The Free School System is accomplishing very little for this place. The amount of School Funds is so small, that it really does no good. The citizens are in favor of good schools, but prefer—the prominent ones—supporting private schools to paying tax, that instruction may be free. There is a large and flourishing Seminary in operation, under the charge of Mr. Cone, an experienced and efficient teacher, who gave me much aid in furthering the objects of my mission. I found considerable Educational spirit here, which was manifested by a pretty liberal patronage of the Journal on the part of the citizens and some of the County Officers.

But very few of the schools of this county—for want of teachers—were in session. Its Educational and other Statistics for the last year, are the following:

| | |
|--|---------|
| General School Tax Levied | \$3,986 |
| Tax paid for Building School-houses..... | 3,926 |
| Cost of Criminal Jurisprudence | 1,500 |

I have now closed the canvassing of the river counties, and found the task exceedingly laborious and quite discouraging. Navigation having been suspended, I have been much at loss for means of conveyance; and when all other methods failed, I have frequently been compelled to walk from four to eight miles at a time, and carry my baggage. The peculiar condition of the inhabitants, the general lack of Educational spirit and popular intelligence, have made it *pecuniarily* unprofitable for the Journal. Still, in other and perhaps more important points of view, my mission has been far from barren. Teachers have been visited and aroused, Educational lectures delivered, Statistics collected, and an effort made to awaken the people to a proper sense of their true interests. And although this is, in several respects, a dark part of our State, yet several earnest and efficient teachers have been found, who are actively and enthusiastically engaged in their work. They expressed great satisfaction, that I had been sent to visit them, and that the Association manifested an interest in them and their labors. All the teachers that I met, avowed their intention to be present at the next meeting of the Association; and it is hoped and expected, that the "Pocket" will be pretty fully represented at that meeting. My labors were, at times, relieved by some amusing and even ludicrous incidents, one of which I will narrate:

While in Cannelton, a man came into a Magistrate's office, where I was taking some names for the Journal; and taking a copy, commenced examining it very attentively. It was the September Number, and contained the proceedings of our last meeting. Coming to the place where it read, "a song was called for from Mr. Fillmore," he read it, leaving out the "from;" and kindling up he charged me with circulating a political pamphlet in disguise. I calmed him by informing him, that the Fillmore spoken of was not the aspirant for the Presidency, but a very worthy member of our Association. He still kept reading; and finally stopping, exclaimed, "I've got you now." I quietly asked him what he had found so exciting. Why, said he, "here is Chase's name." I inquired what Chase, he supposed was intended. "Why, Chase, the infernal abolition Governor of Ohio." I assured him, that he was again mistaken—that the person spoken of was not the obnoxious Executive of Ohio, but an Indiana teacher—a more important personage, than his Excellency. I suggested his taking and reading our Journal, but he declared, that he was not to be "fooled; that he smelled a rat."

Teachers along the river will be glad to learn, that I have made arrangements with the Messrs. Holcrafts, the courteous proprietors of the Packets Rainbow and Diamond, by which they will be conveyed to Louisville on their way to the next meeting of the Association, and also returned at half rates.

Adieu.

E. P. C.

TO OUR SUBSCRIBERS.

With this Number we inclose bills to many of our subscribers, who are in arrears for the Journal. They will remember, that the expenses which the Journal has recently incurred for an agent makes it imperative that we should receive the amounts due us. Please forward at once to the Resident Editor at Indianapolis. Our terms are *Cash in advance*, but in the case of the pledges, names have not unfrequently been sent without an accompanying subscription fee.

In the June Number of the *Journal*, I found the following "philosophical question," and as I have not seen any answer to it yet, I will give one: The question is, "How far will a house, placed upon rollers two feet in circumference, move at each revolution of the rollers?"

If the house was on axles connecting the rollers as wagon wheels are joined, the house would move over the same space that the rollers would, viz.: two feet. Also, if the rollers were raised off the ground, and made to revolve without advancing, with the house resting upon them, the house would advance two feet. If both plans were virtually combined, (as is the case in the question proposed,) the house would advance *four* feet.

MOORESVILLE.

J. P.

Dr. Kane has gone to England. His constitution is so much enfeebled by the hardships which he endured during his two winters in the Arctic regions, that he is obliged to seek a milder climate. His narrative recently published is one of the most interesting works we have ever read.

Mr. John G. Keenan of Lansingburgh, N. Y., claims to have discovered the solution of the problem of the Trisection of an Angle.

We have received a printed report of the Institute at Centreville, which we intended to notice at some length, but the additional labor, attendant upon the issuing of the closing number of the volume, must excuse us from this as well as from further notice of works which we have received.

A BEAUTIFUL SIGNIFICATION.—"Alabama" signifies in the Indian language, "Here we rest." A story is told of a tribe of Indians who fled from a relentless foe in the trackless forest in the south-west. Weary and travel worn they reached a noble river, which flowed through a beautiful country. The chief of the band stuck his tent pole in the ground and exclaimed: "Alabama! Alabama!" (Here shall we rest! Here shall we rest!)

THE BUG TRADE.—Bugs are an important article in the trade of Rio Janeiro. The wings are made into artificial flowers, and some of their most brilliant varieties are worn as ornaments in ladies' hair. One man manages to earn his living by selling insects and other specimens to strangers who visit that port. He keeps twelve slaves constantly employed in finding the bugs, serpents, and shells, which are most in demand. The nearest approach to his business that we can remember is, that of the trade of fire-flies in Havana; the insect being caught and carefully fed on the sugar cane, is used as an ornament in ladies' dresses. Being twice the size of the American fire-fly, it is very brilliant at night. The creoles catch them on the plantations and sell them to the city belles; some of them carrying them in silver cages attached to their bracelets. They make a fine display by lamp light.—*Merchants' Magazine*.

Report of attendance at the Indianapolis Public Schools for the quarter ending November 14th:

| | |
|---|------|
| Number of Scholars in the High School | 98 |
| Average attendance..... | 81 |
| Number of Scholars in the Grammar School..... | 164 |
| Average attendance..... | 124 |
| Number of Scholars in the Intermediate Schools | 647 |
| Average attendance..... | 479 |
| Number of Scholars in the Secondary Schools | 229 |
| Average attendance..... | 162 |
| Number of Scholars in the Primary Schools | 660 |
| Average attendance..... | 458 |
| Whole number in Schools during the past quarter | 1798 |
| Average attendance..... | 1304 |
| Largest number of scholars during any preceding term..... | 1418 |
| Increase this term | 380 |

The Illinois State Teachers' Association holds its annual meeting at Chicago on the 23d, 24th, and 25th, of the present month.

BOOK NOTICES.

ROBINSON'S ANALYTICAL GEOMETRY AND CALCULUS.—We have been delaying our notice of this work with the hope, that we would find time to read it through before giving our opinion; but have not succeeded as yet in finding time to complete the task, and therefore, we are not prepared to give a full opinion.

The work contains 346 pages, 140 being devoted to Analytical Geometry, 110 to Differential Calculus, and 98 to Integral Calculus. It is printed on very poor paper, but is tolerably well bound. We are much pleased with Mr. Robinson's treatment of Analytical Geometry, and would like to refer especially to some parts as illustrative of his mode of treating certain problems, but our limited space forbids. In the Differential Calculus he inserts a

fine collection of problems in *maxima* and *minima*. The solutions he gives to some of these problems fall below what we would expect of one who is as proverbial for neat operations as Mr. Robinson is. The Integral Calculus we have not examined, but a friend of ours who likes the book very much says, that it contains a great many mistakes or typographical errors. We hope these will be speedily corrected, and then we can safely say, that the work will be the best one of the kind now before the public in this country. As a proof of our respect for the work, we shall willingly adopt it as a class-book when a corrected edition appears. Any person sending to Jacob Ernst, Cincinnati, \$1.13, will receive a copy pre-paid, either by express or by mail, as the sender prefers.

W. D. H.

WEBSTER'S DICTIONARY—COUNTING HOUSE EDITION.

This Edition of Webster's Dictionaries more nearly meets the wants of the great mass of the people than any we have ever seen. It is comprehensive and full enough, at the same time that its price is sufficiently low to place it within reach of the Pupils of our Higher Schools. Its Definitions are clear and concise, and are generally given in brief sentences. Its Synonyms are an important feature, and its Commercial Tables are a valuable addition to it. The Publishers, G. & C. Merriam, of Springfield, Mass., are preparing a School Edition precisely like this, the Commercial Tables only being omitted.

PORTER'S CHEMISTRY. Published by A. S. Barnes & Co.

This is an admirable work, and will, we believe, be extensively adopted as a text-book. It gives the pupil something else besides the hard dry technicalities of the Science. Chemistry by it becomes a practical study.

The illustration of the more important phenomena of the science is brought within the reach of every student.

Agricultural Chemistry in this work receives a proper degree of attention.

A very simple apparatus, costing only \$6, is put up by J. F. Luhme & Co., New York.

H. B. Wilson sends us a list of names from the northern part of the State, and says, "If all the teachers attend the Association at Indianapolis, who have promised to do so, we shall have a very large meeting." We are expecting to see at least twice as many here as have ever attended any one of our meetings.

CORRECTIONS FOR DIRECTORY.—D. H. Roberts, formerly of Centreville, is now at Farmer's Institute, Lafayette.

L. R. Conner, in our last, should read, S. R. Connor, Troy, Ind.

G. L. Howard, Newberry, Warrick county, should read, G. S. Howard, Newburg, Warrick county.

FOR PROGRAMME OF THE ANNUAL MEETING
OF THE STATE TEACHERS' ASSOCIATION, SEE
THIRD PAGE OF ADVERTISEMENTS.

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DEAR SIR:—Our attention has been directed to a letter, written by Mr. ALBERT GILBERT, Clerk of Board of Education, addressed to Messrs. D. APPLETON & Co., (publishers of "Cornell's Series of Geographies,") which is published in numerous papers in different parts of the United States, as follows, which we clip from a paper published in Wisconsin:

"HALL OF THE BOARD OF EDUCATION, NEW YORK, }
CLERK'S OFFICE, August 23, 1856. }

"MESSRS. D. APPLETON & Co.:

GENTLEMEN:—In answer to your inquiry in regard to the use of Cornell's Series of Geographies in the Public Schools of New York, I will state, since their publication, about four-fifths of the whole number of Geographies used in the Schools under the jurisdiction of the Board of Education, (25,000 copies a year,) have been of Cornell's Series. This must be quite gratifying to both author and publishers, as the teachers are left free to choose such as they deem best adapted to the purposes of instruction.

ALBERT GILBERT, Clerk."

Will you permit us to ask of you, as member of "Supply Committee," whether the above statement is correct? Will you do us the favor to examine your "Book of Supplies," and ascertain the whole number of Geographies furnished your Public Schools during the past two years, giving us a separate item of the exact number of "Cornell's Geography" used during each year? We should also be gratified to learn how many of the "National Series of Geographies," by MONTEITH AND McNALLY, have been ordered by your Board during the same interval. We are compelled to believe, that the Clerk of your Board has made an erroneous statement in his letter to the publishers of "Cornell's Geography," which should be rectified.

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